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ABSTRACT

Designed to be used in conjunction with an early childhood guide entitled "Beginnings," this resource guide presents a variety of learning activities for children in preschool through second grade. The guide aims to encourage and reinforce the use of a variety of concrete, semi-concrete, and abstract activities meeting the developmental needs of children in the areas of art; social studies; science; health; safety; cooking; sand play, water play, and woodworking; and transition time. The activities presented can be readily adapted to a wide range of individual and group needs by varying the degree of assistance provided by the teacher. Basic information is also provided concerning expectations for teachers, the development of children at various ages, assessment, parent participation, organizing/utilizing a volunteer program, and the integrated curriculum. Also included are resources for learning in each of the curriculum areas described in the guide, as well as a brief bibliography on parenting and a list of teacher resources. (RH)

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growing

Pre-Kindergarten
Through
2nd Grade

PS 016398

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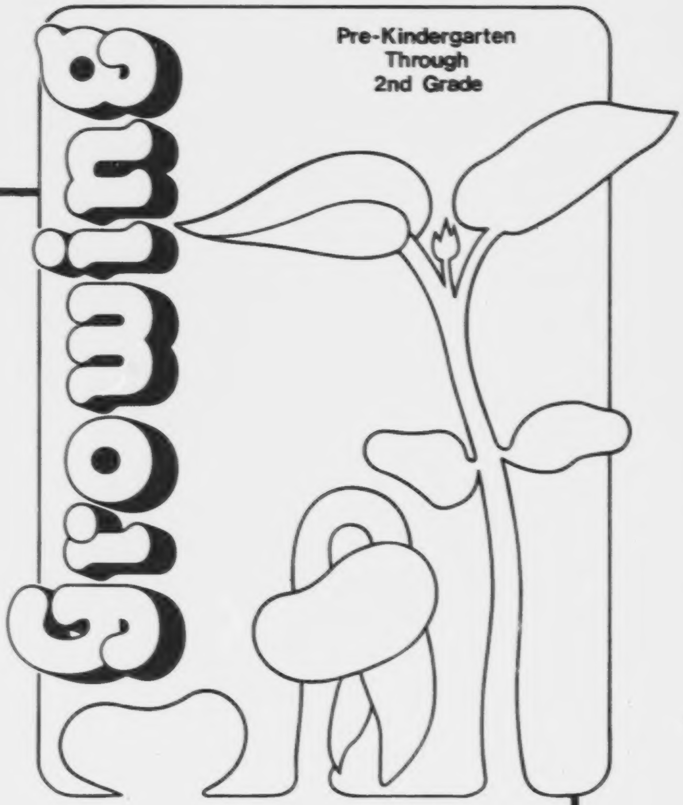
Growing



Pre-Kindergarten
Through
2nd Grade

OKLAHOMA STATE DEPARTMENT OF EDUCATION
John M. Folks, State Superintendent

PREPARED BY
Curriculum Section

Oklahoma City, Oklahoma
2nd Edition, 1985

FOREWORD

Children are our most precious resource, and the early childhood years are among the most impressionable. During this time of technological change and increasing need for lifelong learning it is crucial that our young children be provided the experiences needed to lead them toward learning successfully.

This publication, ***Growing,*** is a sequel to *Beginnings,* a supplemental guide for early childhood educators. Hence, a major goal of early childhood educators is to build a positive **growing** experience for children that will continue throughout the school years.

As with *Beginnings,* we hope this publication will provide the stimulus for administrators and teachers to achieve these goals as they build a strong foundation for learning and living.

Sincerely,

John M. Folks

John M. Folks
State Superintendent

ACKNOWLEDGEMENTS

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Ardmore Public Schools
Edmond Public Schools
Enid Public Schools
Skiatook Public Schools
Western Heights Public Schools
Yukon Public Schools

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PHILOSOPHY

The philosophy of Early Childhood Education in Oklahoma is directed toward being a part of a public system whose goal is to develop healthy, stable citizens who can function as self-regulating, contributing members in a democratic society.

The goal of early childhood education is to allow young children to live and learn effectively [today] in a quality environment that meets their devevlopmental needs. A strong today is the foundation for a strong tomorrow.

Every child has the right to an environment which fosters all aspects of development: physical, social, emotional, and cognitive; and provides the challenge and freedom to develop according to his/her individual growth pattern.

The environment encourages a positive self-concept, creativity, questioning, development of the thought process, and builds foundations for the basic skills of learning. The atmosphere of the environment promotes respect for self and others and gives each child opportunity for responsibility and self-direction.

Learning for young children occurs as they are exposed to, and involved in situations and activities in which they can learn for themselves. As children experience success and receive appropriate reinforcement, they are motivated to proceed in a learning continuum that promotes higher levels of learning and self-esteem.

INTRODUCTION

This publication is a hands-on activities resource guide for those who are involved in the education of young children. It is designed to be used in conjunction with *Beginnings,* an Early Childhood guide, published by the State Department of Education in Oklahoma, July 1981.

The purpose of ***Growing*** is to present a variety of learning activities on various levels, to allow teachers to choose those activities designed to meet the needs of children in a specific educational area that are appropriate to each child's developmental level.

This guide is to help encourage and reinforce the use of a variety of concrete and semi-concrete as well as abstract activities that are essential to build a strong foundation in the early years. These activities are tailored to coincide with the developmental needs of young children, pre-school through second grade. They can be readily adapted to a wide range of individual and group needs by varying the degree of assistance provided by the teacher.

Expectations

EXPECTATIONS . . .
EARLY CHILDHOOD DEVELOPMENT

Development may be thought of as a stage of behavior that has been achieved at any point of time in the maturation process. It involves genetics and the interaction of the organism and the environment.

A developmental philosophy allows teachers and parents to gain an understanding of the developmental age and the individuality of each child.

Research has shown that human behavior develops through predictable stages. Each individual will pass through these stages at his/her own rate in a fairly orderly sequence. Behavior components or areas of development within these stages are social, emotional, physical, intellectual. These behaviors are interdependent and allow the individual to function as a total organism.

Children do not usually exhibit the characteristics of only one stage of development since not all areas of their development proceed at an even rate. (E.g., a child who is chronologically 4 years old may be socially and emotionally at a 4 year old stage of development, intellectually and physically at a 5 year old state of development, etc.)

While children of the same chronological age do not grow at the same rate and pattern, knowledge of these stages of development and their interrelatedness is necessary to understanding each child's individual developmental pattern (see *Beginnings*, page xvii).

An understanding of both the development and the individuality of children is vital for providing the most appropriate educational environment.

EXPECTATIONS . . .
THE TEACHER

The early childhood teacher is a happy, friendly, smiling person who possesses the necessary qualities to work with young children. She/he possesses an understanding of the ages and stages of development and the behavior that is a result of each. The teacher is flexible and resourceful in planning and is professional in ideas and actions. Most importantly, the teacher enjoys working with children.

The teacher structures a stimulating learning environment where activities are geared to the interests and developmental levels of the children. Children's ideas are respected; creativity is allowed. Learning takes place as the teacher questions, encourages and provides for each child's individuality.

The teacher gives children an opportunity to learn responsibility as she/he involves them in developing rules for classroom living as well as the responsibility for the care and use of materials and equipment. The teacher refers to the classroom as **our room, not my room.**

The teacher schedules periods during the daily schedule for large group, small group and individual activities. Learning centers are utilized and are equipped with activities for those children who are average as well as above or below average.

The atmosphere in the room promotes self-understanding and offers a routine in each room that children can depend on and easily adapt to their own individuality.

The teacher is ever mindful of the importance of each child's self-concept. She/he knows that a healthy self-concept is dependent on how well a child's behavior fits social and environmental expectations. The teacher views self-concept in relation to all aspects of development--social, emotional, intellectual and physical--and provides opportunities for positive reinforcement through praise, approval and acceptance for each child.

The teacher serves as a model for behavior while interacting with the children and others involved in the school process. She/he realizes that young children learn from modeling others.

The teacher knows that all behavior is **caused.** When behavior problems occur, she/he seeks to find the cause and change the undesirable behavior through a problem-solving approach rather than punishment.

The teacher knows that parent attitudes and understandings of education are increased through communication and involvement with the school. The teacher provides opportunities for involving parents in the education process.

EXPECTATIONS . . .
3 TO 4 YEARS OLD

Three is an age of smoothness and increased self control and integration. There is an awareness of what people like and do not like. The typical three-year-old wants to please and is highly susceptible to praise.

Motor behavior is now sure. They enjoy gross motor activities with large objects. Block play usually includes much carrying and lifting which is as important as the finished structure they are building.

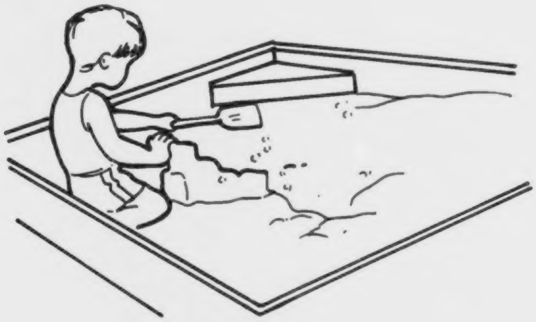
Fine motor development has progressed to enable this age child to pick up small objects more easily. In writing with a crayon the adult grasp is simulated. Movements are still awkward. Sometimes he picks up the crayon with the nondominant hand and then transfers it to the dominant hand.

Play now goes on with other children. Whereas at two they were involved in parallel play they now begin cooperative play. Play is often structured by the children's imaginations.

Language has expanded and the three-year-old now has the ability to have fun with language. They like to make up new words and enjoy silly rhyming. They like guessing games. The concept of space and the understanding of place words have developed so that the three-year-old can respond to directions which include prepositions, such as "put the ball **under** the table."

Three year olds can be induced to respond by using words such as **help, needs, guess what,** and **how about.** They like the idea of a surprise and a secret. Compliance is more assured by giving the three-year-old a feeling that they have a choice.

Three and one-half is an age of transition developmentally and visually. Children are more sensitive, nonconforming, and anxious in their behavior. Stuttering, eye blinking, faulty eye coordination, and trembling of hands are manifestations of motor difficulties.

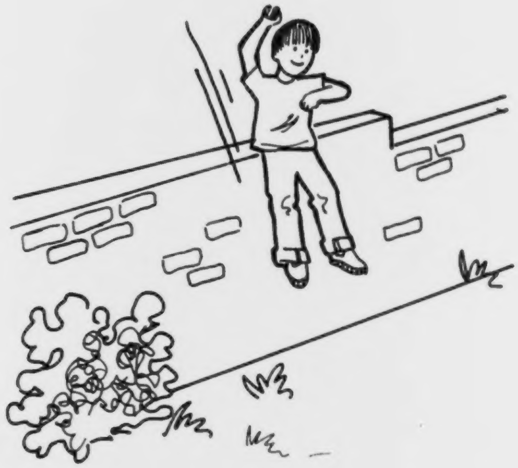


EXPECTATIONS . . .
4 TO 5 YEARS OLD

At the age of four children begin to test and feel their power. They need climbing apparatus, ladders, boards, and building blocks to release energy as well as learn. They enjoy dramatic play, excursions around the neighborhood, books and stories, and talking.

Four is not an easy age for children. They are considerably more powerful than at the age of three; language is developing very rapidly; time sense is increasing; and they can identify with a larger social group. They are self-sufficient in many of their personal needs. This leads many adults to think they can perform on a high level at all times. When they retreat temporarily to needing help, or when they are suddenly defiant, it may be that they are exhibiting a persistent need to experiment and test others. At four they have not learned all they need to know about the ways of their own world, or about other children or adults. Consequently, they still require acceptance of feelings and help with limits, just as they did at age three, but always with due recognition of their increased growth.

The 4 to 5 year old seeks to satisfy curiosity through a discovery process. A school learning environment arranged with centers allows the freedom and materials to provide for individual and group learning. Each child should be provided with opportunities to create, explore, discover, and experiment through their own experiences to enable them to find their own unique place in the world.



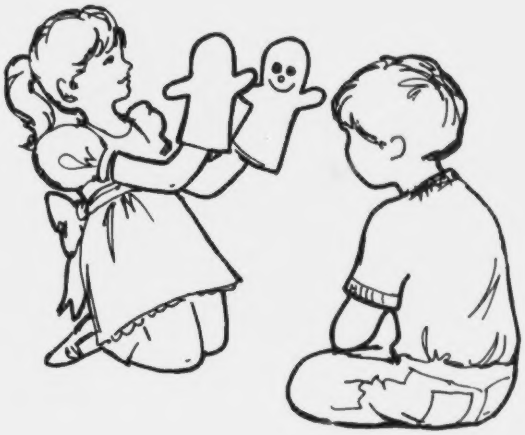
EXPECTATIONS . . .
5 TO 6 YEARS OLD

Five-year-old children have lost the top-heavy look of infancy and are usually about twice as tall as at two. They are dependable and obediant with a certain capacity for friendship. They are at their best in small group situations where they can deal with something they can see for themselves. They are relatively independent and self-sufficient but still need to be able to count on adults for security in the unfamiliar and unexpected.

Five- to six-year old children think in concrete terms, therefore, they need concrete experiences in the learning environment. They have a special need to experiment and discover things that can be related to their own experiences and the world around them. Expression through movement and music is necessary for growth. Dramatic and rhythmic activities are especially appropriate for the 5- to 6-year old.

This age child is interested in creative expression through language by the introduction of sounds, letters and words. They enjoy learning games that give them opportunities to tell stories, read books through memory, and write language experience stories.

The self-assuredness of the 5-year-old is no longer the characteristic of the five and a half-year-old who is said to be restless. During this period the child is in a more-or-less constant state of emotional tension. Many difficulties arise out of an inability to shift and to modulate behavior. Teachers can help guide this behavior by planning a smooth transition time when changing from one activity to another.



EXPECTATIONS . . .
6 TO 7 YEARS OLD

Six-year-old children are active and noisy. They can sit quietly, but life is more for moving. They need time to move from one activity to another. They are curious and questioning and have many questions about friends, parents and all the real and abstract things that surround them. Considerable learning takes place through play experiences because of their unique capacity to be what they play.

Six-year-old children will usually think and read aloud. They like to stand by their seat to work. They often use their finger to follow the print when reading. It is not unusual for the six-year-old to have difficulty making decisions. They are very talkative.

It is normal for this age of children to run, shove and push. They are very emotional and will cry one minute and laugh the next. One can expect this age of children to brag a lot. They will also ***tattle*** on other children, especially if they expect to be praised for being such a big help. At this stage of development it is important to be praised. They like to please the teacher or parent. This age of children has a weak sense of honesty and likes to win so much that they cheat if necessary. The 6- to 7-year old is very easily motivated and wants to learn.

EXPECTATIONS . . .
7 TO 8 YEARS OLD

Seven to eight year olds still enjoy having someone read to them, although the reading skills necessary to enjoy a wide variety of reading materials have been developed. Their attention span allows them to remain with an activity for 20 to 30 minutes without losing interest.

These children should be able to reproduce all sounds understandable. They are very interested in activities that include dictionary skills, spelling, time, space, adding and subtracting.

The 7 to 8 year old's gross motor skills are well developed, and physical achievement is usually increased in this area. Fine motor skills produce good printing and writing although they may have trouble shifting eye positions such as copying from the chalkboard.

The 7 to 8 year old begins to be more realistic about self, and able to realize another point of view. Friendship and peer approval are beginning to become more important as they begin to prefer playing with a child of the same sex.

As these children grow socially, intellectually and physically, the teacher should be aware of these many changes and plan activities that would allow for the different levels of child development within the classroom.

ASSESSMENTS

Assessing children is an important part of the duties of a classroom teacher. Many different forms of assessment are available to the teacher. Some are formal, standardized ready-made instruments that yield normative scores of the strengths and needs of the individual. Other forms of assessment are the informal teacher-prepared tools such as a time study chart, observational journal, or anecdotal record.

Observation is a key element in program planning and classroom management. It is through the recording of the child's behavior that the teacher knows what to teach and when to teach it. Part of classroom management is keeping track of where children are in their learning program. A small notebook with students' names and necessary skills can be used to record comments about each child.

Skills charts are excellent reference tools for classroom assessment. They provide a quick review of each child's level of specific skill achievement and can be kept on any phase of curriculum such as cognitive behavior, motor skills, auditory skills, or language development.

Anecdotal records provide a good source for insights into the development of each child. Periodic observation of a child's behavior will demonstrate such areas as growth patterns, vocabulary development, or social development. Keying in on one or two children each day makes keeping anecdotal records easy--it ensures the recording of a child's activities on a regular basis. It is impossible to record the activities of more than a few children each day. Only the observed behavior should be recorded--never impressions or interpretations of the observer.

The following formal, commercially-produced assessment tools appropriate for use with young children are an addition to the assessment tools listed in *Beginnings*.

Peabody Picture Vocabulary Test. This is an individually administered verbal intelligence test measured through hearing vocabulary and picture selection. The test can be given to children 2.5 years old to 18 years old.

Slosson Intelligence Test. Language skill are emphasized on this assessment. The test should be given individually. The appropriate age range for administration is 2 years old and over.

California Test of Mental Maturity. This test is a group-administered instrument that measures mental maturity. Logical reasoning, spatial relationships, numerical reasoning, verbal concepts, memory, non-languages total and language total are the batteries of the test. This instrument can be used for Kindergarten and first grade.

DIAL (Development Indicators for Assessment of Learning). This assessment which can be administered in the classroom identifies children who might need more diagnosis. Gross motor, fine motor and communications tasks are included in this assessment. This assessment is for use with children 2.5 years of age to 5.5 years of age.

Santa Clara Inventory of Developmental Tasks. Observation is the key to this test. A guide with guidelines for assessing children's developmental skills is provided. Eight skill areas are included: motor coordination, language and concept development, visual motor performance, visual perception, visual memory, auditory perception and auditory memory. Children from 2 years of age to 7 years of age can take the Santa Clara Inventory.

Cognitive Abilities Test. Four subtests are included in this group-administered intelligence test. The subtests covered are oral vocabulary, relation concepts, multi-mental, and quantitative concepts. Appropriate levels of administration are kindergarten and first grade.

Other suggestions for assessment tools that can be administered by a teacher or teacher-aide are: the Alpern-Bell Developmental Scale; Learning Accomplishment Profile (LAP), Diagnostic Screening Edition; the Vineland Social Maturity; the Minnesota Pre-School Scale; and the Goodenough-Harris Drawing Test.

Betty Rowen, Joan Byrne, Lois Winter. ***The Learning Match: A Developmental Guide to Teaching Young Chidren.*** Englewood Cliff, NJ: Prentice-Hall, Inc., 1980.

INVOLVEMENT OF PARENTS

Parents have a right and a responsibility to be involved in the education of their children. As they become involved they become aware of:

- appropriate expectations for their children
- how the young child learns
- learning involves the social, emotional, physical and intellectual growth of the child
- ways to stimulate and encourage learning
- how to reinforce and support the school learning activities in the home.

The success of the school program can be enhanced as parents become informed and involved. As administrators and teachers take steps to involve parents, positive attitude and support for school programs evolve. Children as well as school staff and parents are the recipients.

The sky's the limit on ways to develop good parent programs. Listed are a few suggestions that might help you get started.

1. Make parents feel welcome and needed in and out of the classroom. Encourage parents to visit the class.
2. At beginning of school year give parents Parent Involvement Form to fill out. (Example on page 17.)
3. Home visits can serve to integrate the teacher into a new relationship with the family. This is an opportunity to see the child as a part of his total environment.
4. Send home to parents monthly newsletters containing happenings during the month, important dates, finger plays, games children learned, activities to do at home and what children say.
5. Provide a monthly calendar with different daily tasks or activities for child to do at home.
6. Parent conferences or parent contacts during school year. (E.g., conferences, home visits, telephone calls.)
7. Provide a lending library for parent resources or information (brochures, books, learning activities).
8. Workshops on parenting skills--that can be held during the school day or evening in conjunction with other group meetings, etc.

9. Make-and-take workshops for parents to make learning materials that will provide enrichment activities to use at home or in the classroom.
10. Work on home room parties and/or field trips.
11. Get-togethers for the whole family.
12. Work on playground equipment.
13. Work on money-making projects: yard sale, craft sale, book sale, etc. to purchase materials for classroom.
14. Parent volunteer to work in classroom.
15. Parents collect materials for use in classroom.
16. Use parents as career resources.
17. Back-to-school meeting. Parents progress through daily routine of children. They work with learning materials as teacher explains the learning that is expected from the activity.

PARENT INVOLVEMENT INVENTORY

______________________________ ______________________________

Parent's Name Child's Name

I would be interested in attending parent meetings on the following subjects: (Check two)

_____ Childhood Nutrition
_____ Discipline (motivation and positive reinforcement)
_____ How Children Learn
_____ How to Develop Creativity in Children
_____ Positive Value of Play

* * * * *

_____ I prefer night meetings.
_____ I prefer daytime meetings.

_____ Morning _____ Afternoon

* * * * *

Check one or more:

_____ I would be interested in being a parent volunteer in the classroom one day a month ____ week ____
_____ I would be interested in participating in a once-a-month work group to prepare materials for class activities.
_____ I would be able to make learning activities in my home.
_____ I have an interesting hobby, skill or career I would like to share with the class.
_____ I would be available to accompany children on class trips and outings.
_____ I would welcome a home visit by the teacher.
_____ I work full time and cannot participate in daytime activities.

PARENT INVOLVEMENT

Learning for young children moves from concrete (working or playing with materials and equipment) to semi-concrete to abstract. This sequence is necessary for children to acquire the understanding or foundations that are necessary for academic learning.

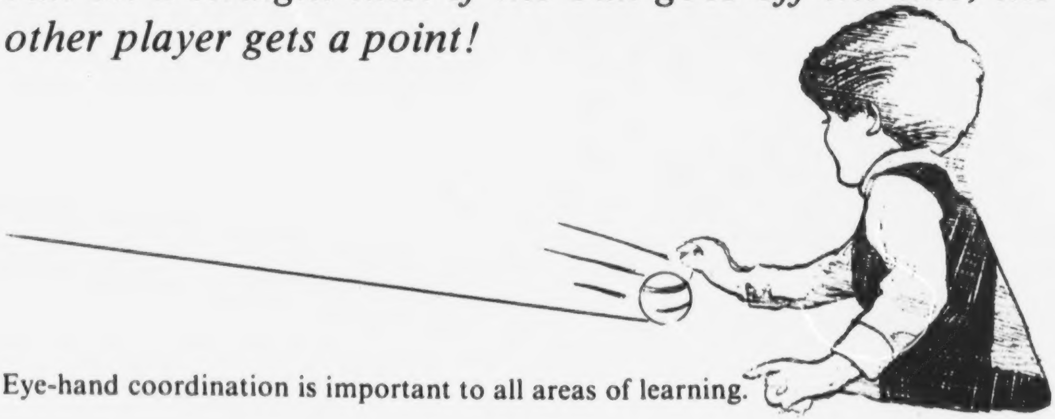
Parents like to know what children are learning when they are in the concrete stage of development. Since this stage of learning development does not include paper and pencil activities, which parents usually associate with learning, it is difficult for parents to understand the learning that is taking place.

Parents are able to reinforce learning in the home when they are informed and are able to see the value of the child's learning activities. The following suggestions have been used successfully for this purpose.

Learning Center Notes

Notes explaining the value of the child's activities in the various learning centers are placed in the centers. As each child completes an activity in the center, they take a note and place it in their locker or cubby hole to take home to their parents at the end of the day.

Line Ball is an activity which improves my eye-hand coordination. My friend and I alternate rolling a small ball on a straight line. If the ball goes off the line, the other player gets a point!

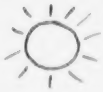
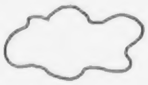


Eye-hand coordination is important to all areas of learning.

SOURCE: Jenks Public Schools

I visited Alexander the weather dog in the science center today. I helped him fix the weather map and I read the temperature. Here is what I found out!

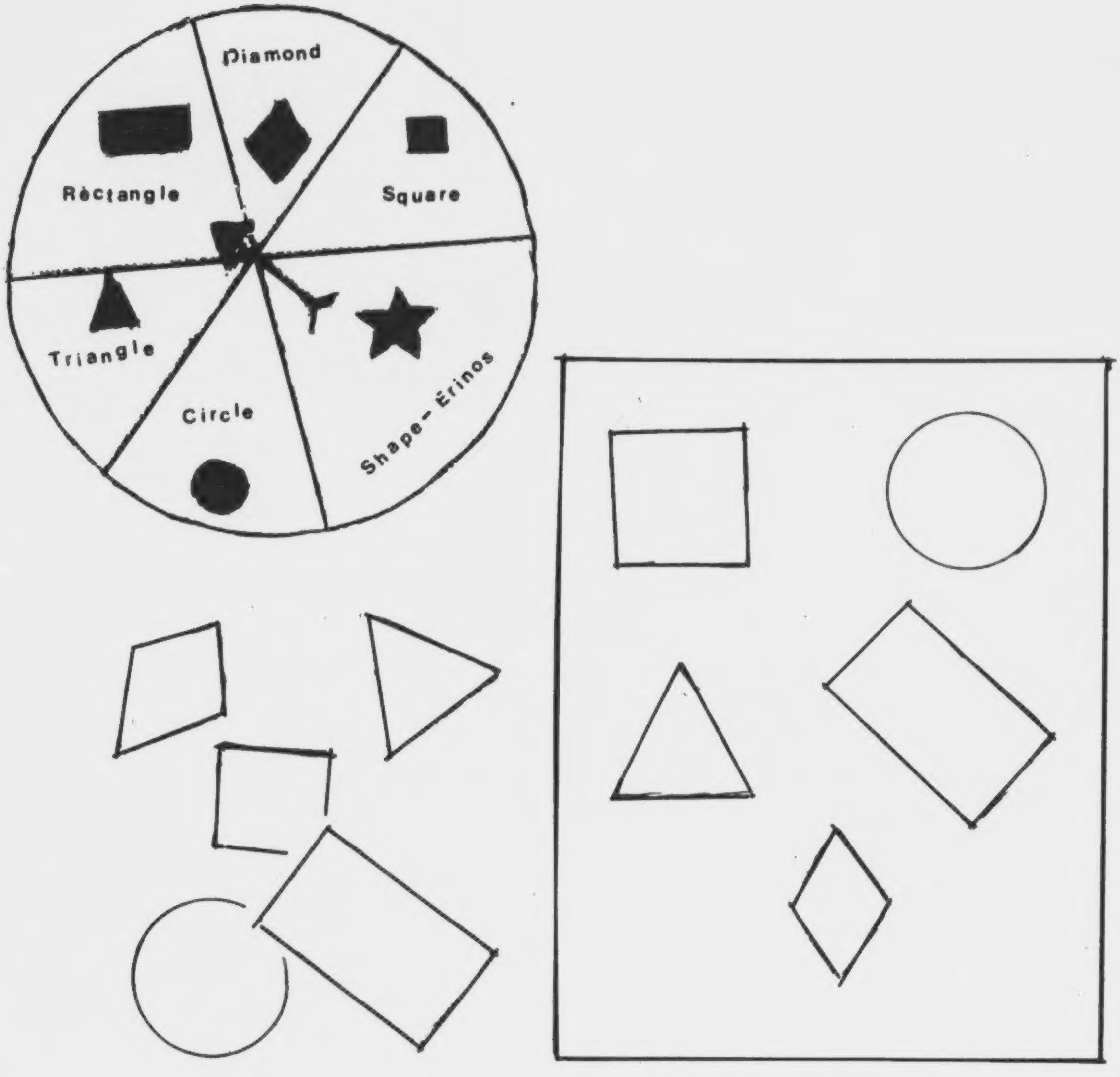
The weather is ______________________________.

(children draw   *, etc.)*

The temperature is ___________________________.
(check thermometer)

This activity gives your child an opportunity to develop a beginning awareness of weather, word recognition, and numerals as they relate to temperature.

Shape-Erinos is an activity that helps us review shapes as well as beginning word sounds. My friend and I spin a spinner and try to complete our card with the corresponding shape. The first to fill the card is the winner.


Diamond
Square
Rectangle
Triangle
Circle
Shape-Erinos

We have an activity which helps us review letters by using our sense of touch! We can wear a mask and feel the Kin-Tac ABC cards. We name the letter we touch!*

Bb **Pp**

Hh

Tt

Oo

Ff

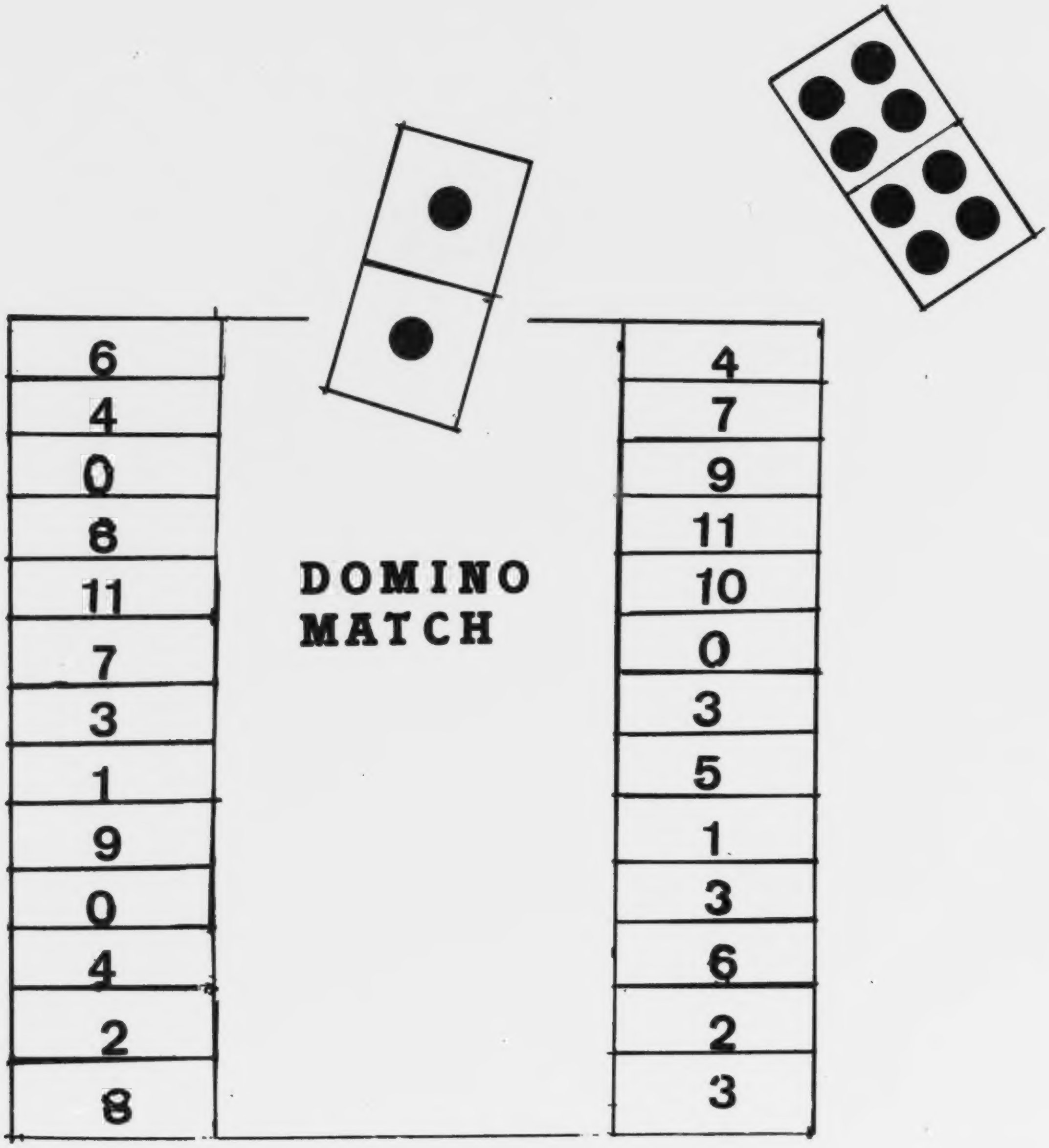
Mm

Aa

Qq **Ss**

**These cards aid in letter formation in writing.*

My friend and I did a special activity with dominoes. We turned them over one at a time and counted the dots. Then we matched them to their corresponding numeral on a special board!


DOMINO MATCH
6
4
0
8
11
7
3
1
9
0
4
2
8
4
7
9
11
10
0
3
5
1
3
6
2
3

Learning Materials Lending Library

Learning activities that are made by teachers, aides, or parents are used. They are put in large envelopes to be taken home by children. Activities are rotated among children on a weekly basis.

- Name of activity
- Objective of activity
- Directions for use of activity
- Suggested length of time for activity
  [until child loses interest]

This is an excellent opportunity for parents to spend time with their child!

Dear Parents:

We would like to have you help your child in learning how to use a pair of scissors better. Cutting with scissors requires good muscle development in the hand as well as good eye-hand coordination.

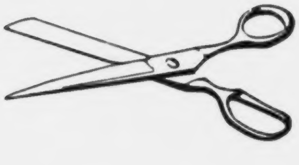
Seven steps are listed below. The packet contains samples of each step from 2 - 7. When you run out of samples, make more [old newspapers or magazines are good to use]. The want ads in the newspaper have lots of lines to cut on.

You may want to work on Steps 1 and 2 for a few days before going on. You may not get as far as Step 6 right now. Don't go any further than your child is ready for.

Please follow these steps:

1. The child rolls out a strip of the Playdough enclosed. Have her cut it into small pieces.
2. Fringe strips of paper.
3. Cut along a 4-inch straight line.
4. Cut along a folded line at least 6 inches in length.
5. Cut out shapes with straight edges (the child should turn the paper with his holding hand rather than turn the scissors. Be sure he stops cutting before he turns the paper.).
6. Cut along a curving line.
7. Cut out circles - large at first, then gradually getting smaller.

Please write down on the comment sheet when you work with your child. Return the packet and scissors in *two* weeks.



SOURCE: Putnam City Public Schools.

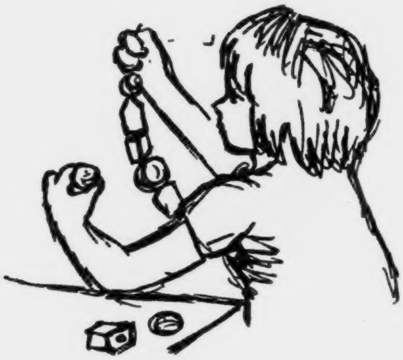
Dear Parents,

This week we are sending some colored beads with which your child can work. These activities will help develop eye-hand coordination, finger dexterity, discrimination of color, shape and size, directionality (left to right progression), and sequencing.

Here are some steps to follow:

1. As you and your child are working with the beads, always ask your child questions about what she is doing, such as, "Count how many round beads you used." "Did you use more green beads or red ones?" "What shape would come next?" "What color should be first (last, second)?"
2. Have your child thread beads to reproduce the pattern exactly as it is on the card.
3. Have your child continue the pattern 2 or 3 more times, saying outloud what the pattern is.
4. Show your child the pattern card for a short time, then turn the card over and see if he can make the pattern from memory.
5. Some days give your child verbal directions only - with no picture to look at. *Tell* the child a pattern and have him build it only by *listening* to your directions.

Please return all the materials in the packet on the date stamped on front.



Dear Parents,

1. This week we are checking out a color-shape Bingo Game for your child. This is a good game for the whole family to play together.
2. Start by giving each player a card and some red markers. The master cards should be stacked face down in front of the caller.
3. Some days, play silent Bingo, where you show the master card but do not name it. The player must look at the card and then check their own card.
4. Some days let your child be the caller and have him name the color and the shape. Help him if he gets confused with the names of the triangle and rectangle. (Also be careful with red and orange, they are very similar.)

Please make comments on the enclosed sheet and return the packet on the date stamped.

ORGANIZING AND UTILIZING A VOLUNTEER PROGRAM

An example of a volunteer program is:

PALS (People Assisting Learning Services). On enrollment day parents and other volunteers need sign-up sheets for these areas:

1. **Office Pals** - Pals work in the office twice a week. There needs to be a designated area for the PALS to work. The PALS work in that area rather than the classroom. All supplies (scissors, pencils, paper clips, rubber bands, etc.) need to always be available. Teachers fill out a form to give specific instruction on the work they need the PALS to do. The form from the teacher is placed in a PALS box, and the PALS complete it.
2. **Media Center Pals** - The PALS need to attend an orientation session before doing the volunteer work. Pals need to sign up for the day they are willing to work in the Media Center.
3. **Cafeteria Pals** - The PALS are responsible for cleaning the tables, assisting the children with their trays when needed and cleaning up spills.
4. **Assisting Teacher Pals** - These PALS usually work with a cetain teacher. The PAL may make activities, work with small groups of children or individuals. The teacher needs to set up an area in her room (see Office Pals) for her PALS to work. An orientation for the PALS needs to be conducted by the teacher before the PALS do the volunteer work.
5. **HomeroomParent** - Each classroom needs a homeroom parent. The homeroom parent is in charge of organizing and involving parents in the classroom parties.

Guidelines for the Pals

The guidelines for setting up a PALS program need to be written in conjunction with the policy of your school district. Here are some suggestions of important guidelines you might want to include for your volunteers.

1. Be prompt, dependable, and regular in attendance. If you are unable to keep your appointment and cannot get a substitute, please call our school secretaries as soon as possible.
2. Totally respect the confidentiality of your relationship to the school. PALS must be careful to insure that a child's work and behavior in his school life be held in confidence by those who work with him.
3. Be cheerful and patient at all times.
4. Maintain a high standard of work; be cooperative and be willing to do whatever is asked.
5. Attend a PALS Orientation session before doing volunteer work.

Who Can Be a Volunteer?

1. parents
2. college and high school students
3. senior citizens
4. community resource people
5. retired teachers
6. grandparents

Some Ideas That a Volunteer Could Do

1. typing
2. photocopying materials
3. newsletters
4. cut out materials
5. trace patterns
6. make games
7. collect and organize materials
8. listen to children read
9. bulletin boards
10. teach small groups to use audio visual equipment
11. individual assistance for children
12. play the piano
13. assist the children in the cafeteria
14. assessments
15. housekeeping duties
16. sharpening pencils
17. toileting
18. mixing paints and cutting paper
19. reading to the class
20. enrichment activities
21. assist with record keeping
22. assist on field trips (check with school policy)

Community Resource Volunteer

There are many people in our community who have special interests, talents, skills or hobbies, and who are willing to give such services as the following:

a. Speak to classes about a particular subject in which she is an authority.

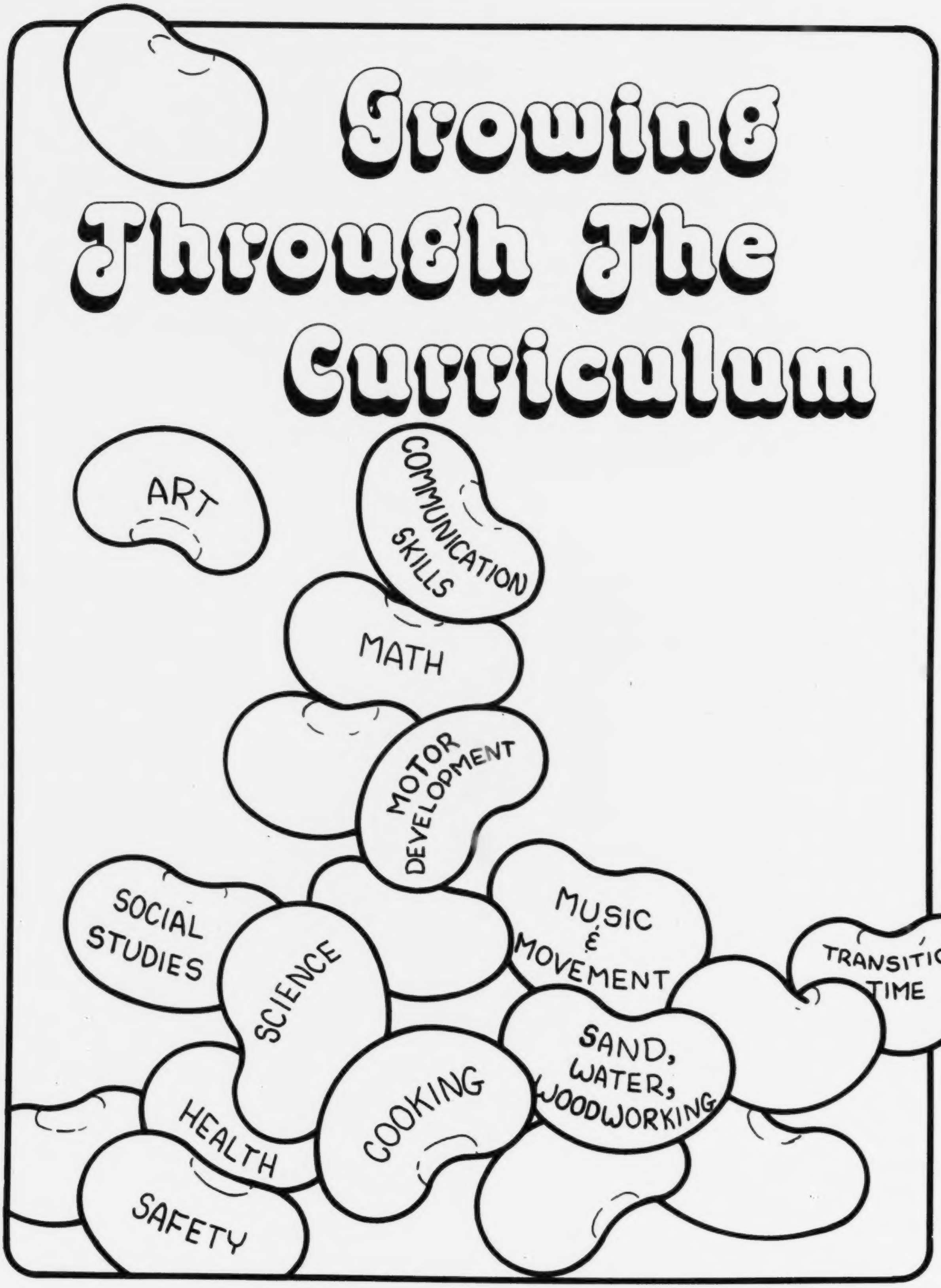
b. Show slides or films of trips.

c. Give special performances or demonstrations in the arts.

d. Display special collections: stamps, dolls, photographs, costumes, rocks, etc.

This share time is set up on an individual volunteer basis.

Growing Through The Curriculum


ART
COMMUNICATION SKILLS
MATH
MOTOR DEVELOPMENT
SOCIAL STUDIES
SCIENCE
MUSIC & MOVEMENT
TRANSITION TIME
SAND, WATER, WOODWORKING
COOKING
HEALTH
SAFETY

INTEGRATED CURRICULUM

What Is It?

The child's curriculum is his/her environment. As the child interacts with his/her social and physical environment, learning takes place.

The integrated curriculum considers the natural way that children learn. The brain organizes stimuli from the cognitive, psycomotor and affective domains or the intellectual, physical, social and emotional areas of development to provide the child with a single integrated perception. This integration process leads to effective learning.

How does the Teacher Facilitate an Integrated Curriculum?

The teacher must plan for the integration of all areas of development in the curriculum activities. How the child learns is basic to developing what he/she learns. The child learns about the social and physical world, in a natural way, through experience.

For the teacher this involves providing an environment in all curriculum areas in which children can try things out for themselves and find their own answers.

A field trip is an example. As children experience a trip to the farm, they use all their senses in perceiving the farm. They see, hear, smell, taste and feel farm products. As the children interact, language develops. Feelings about the experience are imprinted. All areas of development have been involved in learning. An integrated perception is produced.

This section has been developed to present methods and activities that encourage the transfer of learning from one concept to another and the reorganization and integration of things learned.

SYMBOL DIRECTORY

We have used either **he** or **she, boy** or **girl,** intermittenly throughout the guide to aid in the reading of the text.

The following symbols are used in the Curriculum Activities Section.

SIZE OF GROUP SYMBOLS

I - individual activity
S - small group activity
L - large group activity

DEVELOPMENTAL AGE SYMBOLS

4 - for ages 4 to 5
5 - for ages 5 to 6
6 - for ages 6 to 7
7 - for ages 7 to 8

In a classroom there may be children that are functioning at a higher or lower level, in an area of development, than their chronological age reflects. It is the responsibility of the teacher to find the activity that matches the child's developmental level. Also, many of the learning activities can be altered to fit another developmental level or learning goal.

ART

Art belongs to the child! When we think of art activities for children, too often we think of the media and method first and then of the child. An awareness of the child's needs should come first; sensitivity to the child's level of development is important. Then we can choose the media. Creative art experiences, presented in an appropriate way, help the child's growth and development.

The following art activities are meant to be just that, art, not craft. Although several crafts have been included, the suggestions which follow are meant to encourage a child to create her own art. Sometimes a craft, to be used as a gift, or to coordinate a learning experience is certainly of value, but it would be wrong to substitute these activities for art experiences in the curriculum.

Ask yourself how much supervision or active participation is required of the teacher and use that as a measure of art or craft. If the activity is actually creative in nature, it takes the very minimum of teacher assistance and can meet the creative needs of both the 4 and 8 year olds. You do not need a different set of activities for each age. The eight-year-old may spend more time and produce his art in more detail than the five-year-old. The six-year-old will expand the same art activity the four-year-old does. (Present the materials and allow each child to develop her individual creativity.)

Now you're ready, with the help of the following activities. . .

. . . Experience! . . . Create! . . . Enjoy!

CRAYONS

I
S
4-7

CRAYON RUBBING

MATERIALS: Newsprint/thin paper, old crayons with paper peeled off, objects to rub (paper clips, leaf, coins, tagboard stencils, rick-rack, etc.)

PROCEDURE: Put light paper or newsprint on top of what you want to rub. Keep everything still. Color hard with the side of the crayon. Soon the image will appear on the paper.

I
S
5-7

CRAYON TRACING

MATERIALS: Plastic lids, paper, crayons

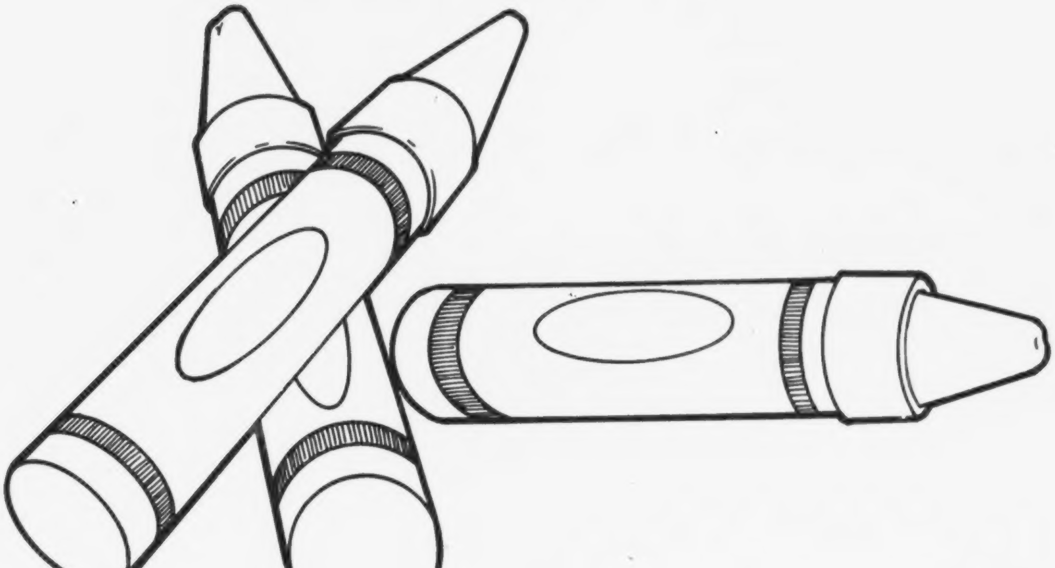
PROCEDURE: Draw a simple design on plastic lid and cut out with sharp scissors. Provide materials on table. Children can trace the design, and by moving the lid a little they can overlap designs. Variations can be made by changing shapes or using felt pens rather than crayons. Tracings can also be cut out.

I
S
4-7

CRAYON REVERSE

MATERIALS: Black crayon, pencil, colored chalk, two sheets of white paper

PROCEDURE: Children cover all of the paper with a heavy layer of colored chalk. With a black crayon color heavily over the chalk. Put a second piece of paper on top of the colored paper. Draw a design or picture with pencil, pressing hard. Separate the drawings and there will be a positive and reverse.



I
S
4-7

SANDPAPER COLORING

MATERIALS: Sandpaper, crayons

PROCEDURE: Color on sandpaper, color lightly in some areas, heavy in others. Try different kinds of sandpaper.

I
S
4-7

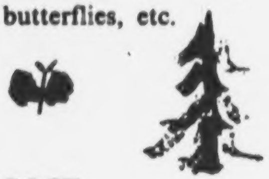
CRAYON ETCHING

MATERIALS: Crayons, paper, paintbrush, black tempra, liquid detergent, sharp tool (such as a pencil point)

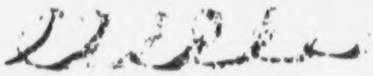
PROCEDURE: Children color heavily on paper or paper plate. Use one or several colors. Pour some black tempra in a container and add a few drops of liquid detergent and mix. Paint mixture over colored paper. Let it dry. Use a sharp tool to scratch design or picture. The crayon will show through.

CRAYONS... CRAYONS... CRAYONS...
... use those broken bits and pieces

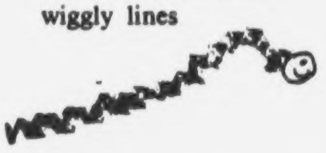
TWIST
the crayon for trees, butterflies, etc.



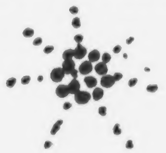
SWIRL
on the side of the crayon



ROCK
the crayon to make wiggly lines



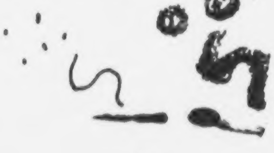
DOTS
draw with dots



CUT NOTCHES
with scissors cut marks in the crayons

SIDEWAYS
use the side for stairs, streamers, etc.

POINTS/ENDS
use the tip of blunt end of the crayon



PAPER

Suggested Sources:

- Newsprint
- Classified Sections
- Tissue Paper
- Wallpaper
- Coffee Filters
- Construction Paper
- Tracing Paper
- Cardboard
- Butcher Paper
- Watercolor paper
- Charcoal paper
- Print shop scraps
- Paper plates
- Blueprint paper
- Origami
- Catalogs and magazines
- Adding machine tape
- Computer paper

I
S
4-7

PAPER TABLE

MATERIALS: Paper, hole punch, scissors, stapler, transparent tape, masking tape, mending tape, paper clips, paste, crayons, stickers (labels, dots, etc.), paper fasteners (brads), felt pens

PROCEDURE: Lay supplies on the table. Let children cut, staple, paste, stick, fasten tape and color in any and all imaginative ways. Change supplies to stimulate creativity.

I
S
4-7

EMPTY SPACE PAPER

MATERIALS: Variety of paper; crayons, pens, watercolors, or paint

PROCEDURE: Teacher prepares the empty space by cutting a hole (any size and shape) in the paper. Let children draw or paint as they like. Children will probably let you know something is missing.

I
S
4-7

PAPER STRIP ART

MATERIALS: Paste or glue, 1" x 12" construction paper strips (all colors), scissors and background paper

PROCEDURE: Children bend, twist, cut, fringe and curl paper strips. Paste them together between, around under, and next to each other.

I
S
5-7

PAPER MOSAIC

MATERIALS: Black crayon or marking pen, glue, small bits of torn or cut paper.

PROCEDURE: Make a dark line drawing. Use the bits of paper to fill in the outline drawing with color. Children add details with marking pen or crayon.

I
S
4-7

TEARING PAPER

MATERIALS: Lots of paper (start with newspaper), glue and background paper

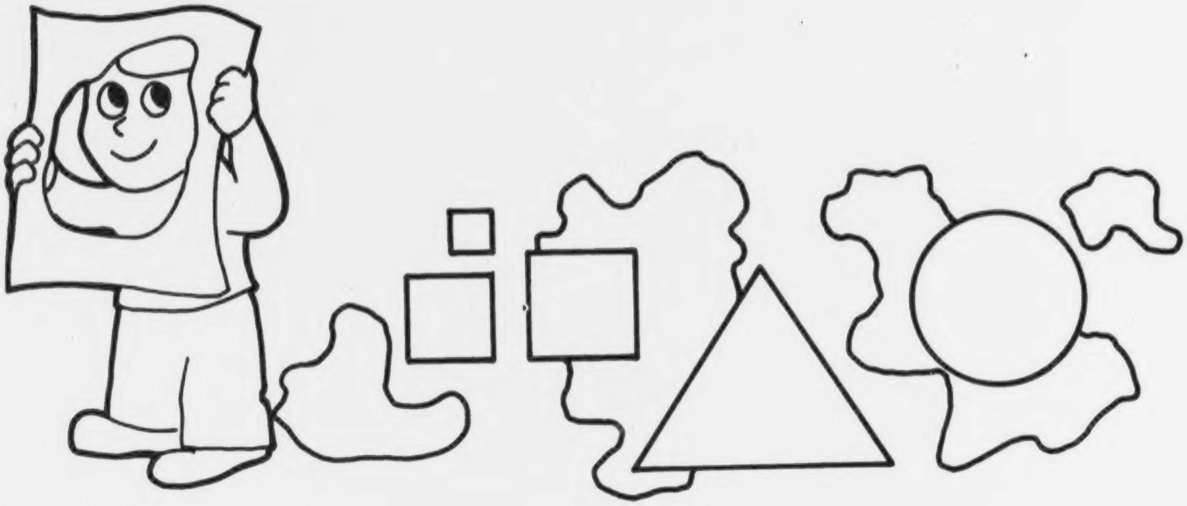
PROCEDURE: Children tear single sheets of paper. Shapes can be pasted in random fashion or in specific order to form a picture.

I
S
4-7

STAND-UP PAPER ART

MATERIALS: Paper (butcher or newsprint), torn or cut to size; paint, crayons, or markers

PROCEDURE: Clip desired shape or paper to easel. Change shapes frequently from circles, squares and rectangles to free form, abstract shapes as well. Children fill the space creatively.



I
S
4-7

PAPER BAG BATIK

MATERIALS: Brown paper bags and crayons

PROCEDURE: Soak a brown paper bag in water until it comes apart into one piece of paper. Wrinkle up the paper bag and squeeze the water out. Carefully open the bag without tearing it. Let it dry. Decorate the bag with crayons.

S
L
4-7

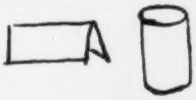
FLOOR PAPER

MATERIALS: Large pieces of paper, crayons, pens and/or paint.

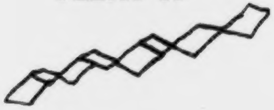
PROCEDURE: Place large area of paper (any shape) on the floor. Everyone can draw, paint or color at the same time. Children will notice that everyone's art is different and yet the same in some ways.

PAPER... PAPER... PAPER...

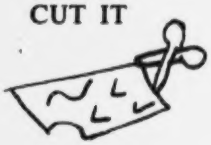
FOLD IT



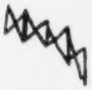
PLEAT IT



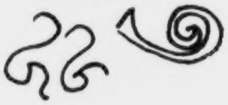
CUT IT



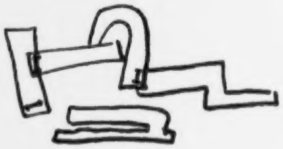
BRAID IT



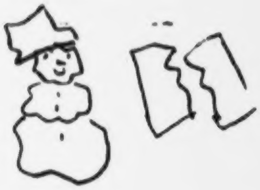
CURL IT



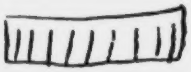
STAPLE IT

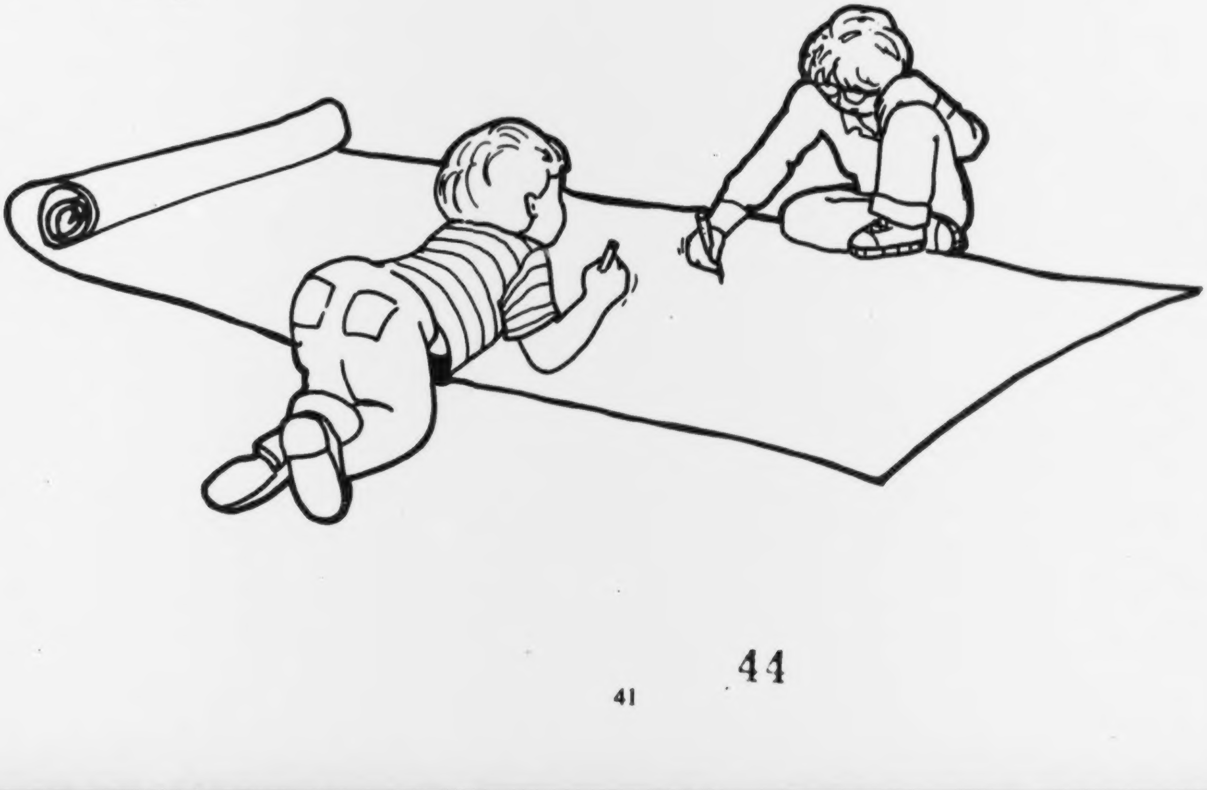


TEAR IT



FRINGE IT





PAINTING

Painting Implements:

- brushes
- eye droppers
- hair pins
- barrettes
- powder puffs
- cardboard tubes
- toothbrushes
- cotton swabs
- cotton balls
- bobbi pins
- popsicle sticks
- corks
- sponges

I S 4-7

STRAW BLOWING

MATERIALS: Paper (slick surface works the best), straws (cut in half), liquid tempra in containers.

PROCEDURE: Children dip straw into paint, move straw over the paper and drop a blob of paint onto the paper. With the straw as close as possible to the paint, blow the paint around on the paper. Mix the paint so it is half water and half paint.

I S 4-7

SPARKLE PAINTING

MATERIALS: Paper, several containers of paint, brushes and salt in shakers

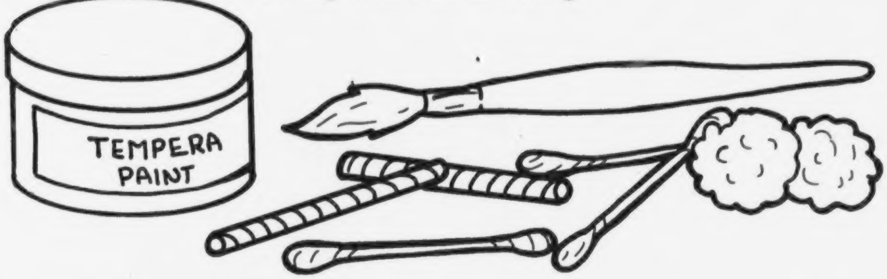
PROCEDURE: Child paints picture and sprinkles salt on the painting before it dries.

I 4-7

HIDE AND SEEK PAINTING

MATERIALS: Brushes, paint, paper and a blindfold

PROCEDURE: Tie the blindfold around the child's eyes. Allow the child to feel brushes, paper and area before starting. Child paints without seeing what he is doing.



I S 4-7

WOOD PAINTING

MATERIALS: Woodscraps, tempra or acrylics, brushes

PROCEDURE: Paint the wood, letting its size and shape determine pictures or designs. Texture of the wood gives an interesting effect.

I
4-7

SPLATTER PAINTING

MATERIALS: A firm toothbrush, a framed screen, thin liquid tempra in a flat dish, paper cut larger than the screen and objects to be splattered; leaves, flowers, cardboard stencils, etc.

PROCEDURE: Child arranges objects on the paper. Place the framed screen directly over paper. Child then dips toothbrush into paint and brushes the screen back and forth until paper is covered. Lift off screen and objects from the paper.

I
4-7

DRIP DROP DRIP!

MATERIALS: Brushes, containers of paint, and interesting shapes of paper (precut or children designed)

PROCEDURE: Lay paper shape on the floor. Child will dip brush into the paint and drip it onto the paper. Use a variety of colors. Dark color paper and color paint can be a change of pace.

I
S
4-7

'FOOT PRINTS'

MATERIALS: One bare foot; long, narrow strips of paper; tempra paint with soap flakes added (soap makes paint wash off easier)

PROCEDURE: Pour paint into a jelly roll pan or pie tin. The child steps into the paint and then onto the paper. Wiggling toes changes the art. After the paint is dry, added features or designs can be added to the footprints.

I
S
4-7

Q-TIP PAINTING

MATERIALS: Cotton swabs, paint (tempra, acrylic, or water color), appropriate paper

PROCEDURE: Children dip swabs into paint and paint on the paper. Swabs will make lines or dots, and the painting can include both or be restricted just to dots - called "pointillism."

I
S
4-7

SQUEEZE PAINTING

MATERIALS: Paper, tempra paint, liquid starch and empty squeeze bottles (detergent, mustard, honey, etc.)

PROCEDURE: Fill squeeze bottles with tempra paint mixed with a little liquid starch. Lines, squiggles and dots are made by squeezing paint out of the bottles onto the paper.

I
S
4-5

WATER PAINTING

MATERIALS: Water, containers, brushes, blackboard, sides of building, sidewalks, etc.

PROCEDURE: Children paint up a storm inside or out with just water and brushes. No fuss, no muss; an ideal first painting experience.

I
S
4-6

PAINT MIXING

MATERIALS: Water in a pourable container, dry tempra, measuring spoon, small empty containers, a spoon, paper

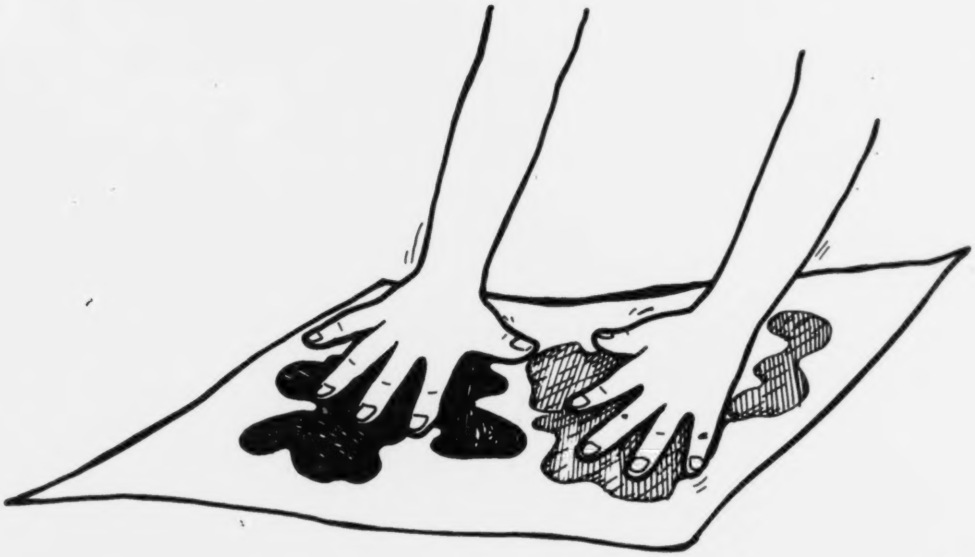
PROCEDURE: Pour four ounces of water into the container. Let child put three to four tablespoons of dry tempra into an empty container and enjoy mixing paint. Provide paper to use the paint they've mixed.

I
S
4-7

FINGER PAINTING

MATERIALS: Fingerpaint (see recipe at end of this section), fingerpaint paper (freezer wrap will substitute)

PROCEDURE: Spoon a glob of fingerpaint onto the center of the paper. Children paint with their hands and fingers. When the picture is complete a print can be made by pressing a second piece of paper on top of the painting.



I
S
4-7

SHAVING CREAM PAINTING

MATERIALS: Shaving cream, tabletop or fingerpaint paper, water, dry tempra (optional)

PROCEDURE: Spray the shaving cream on the paper or table and let the children finger paint. Add tempra paint to shaving cream for color. (This is an excellent initial experience to finger painting.)

I
S
4-5

RAIN SPATTER PAINTING

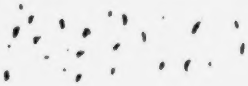
MATERIALS: Tempra paints, white drawing paper, paintbrush, and rainy day

PROCEDURE: Children paint different shapes on drawing paper. Put the painting outside in the rain for just a moment or two. Bring the painting inside, keeping the paper flat so the paint doesn't run; let it dry. The rain will have created different patterns in the paint.

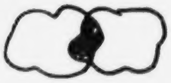
PAINT... PAINT... PAINT...

... brushes can ...

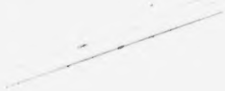
DIP AND TAP



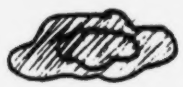
MIX COLORS



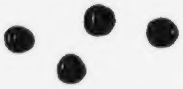
STROKE



PAINT ON ANOTHER COLOR



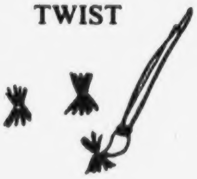
MAKE DOTS



PRESS AND PULL

ROLL

TWIST



SCULPTURE

I PEBBLE SCULPTURE

S

4-7 **MATERIALS:** Aluminum pie tin, white glue, flat smooth pebbles in a variety of sizes

PROCEDURE: Turn the pie tin upsidedown and make indentations in the tin with the larger stones. Put glue into the dents and place larger pebbles in the glue. After those pebbles are dry, glue a second layer of pebbles on top in a random design. Add a new layer of pebbles only after previous layer is dry (at least five minutes). When building the sculpture, always glue from largest to smallest for balance.

I SANDCASTING

S

4-7 **MATERIALS:** Dishpan full of sand, objects to be casted, plaster of paris, water, paper clip

PROCEDURE: Child makes an impression in the sand. Place objects (stones, twigs, shells, etc.) into the impression. Mix plaster of paris in a coffee can and spoon into the impression about 1½ inches thick. Place a paper clip into the back of casting for a hook. When set, scoop away the sand.

I PAPER SCULPTURE

S

6-7 **MATERIALS:** Construction paper, paste, scissors

PROCEDURE: Cut a base for the sculpture from an 8½" x 11" sheet of construction paper. Cut several sheets of construction paper into narrow strips of varying lengths. Paste the paper strips to the base by folding their ends under ¼ inch and securing them to the base with white paste. Emphasize height, width and depth to fill the space. The sculpture should look full from all sides.

PRINTING

I
S
5-7

THUMB PRINT FAMILY

MATERIALS: Paper, print pad, marker

PROCEDURE: Put the number of finger prints for child's family on a paper. Then add details (eyes, mouth, arms) on each finger print to make members of the family.

I
S
5-7

LEAF PRINTING

MATERIALS: White glue, tree leaves, cardboard, tempra paint or ink pad, paintbrush, paper

PROCEDURE: Squeeze glue around edges of the top side of the leaf and stick to the piece of cardboard. Ink the leaf with paint or by pressing it into the stamp pad. Make the leaf print by pressing the **inked** side of the leaf onto the paper. Repeat for desired design.

I
S
4-7

MELTED CRAYON PRINTING

MATERIALS: A warming tray, crayon pieces, paper, aluminum foil, a pencil and eraser, paper towels

PROCEDURE: Cover the tray with two sheets of regular tin foil. When the tray is warm, the child colors on the foil with the crayon pieces, which will melt on the foil. When the child is finished, put the plain paper on top of the foil and press with the eraser end of the pencil and lift off design.

I
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7

SOMETHING FISHY

MATERIALS: Small fresh fish (catfish, croppy, bass, etc.), paint, paper towels and paper

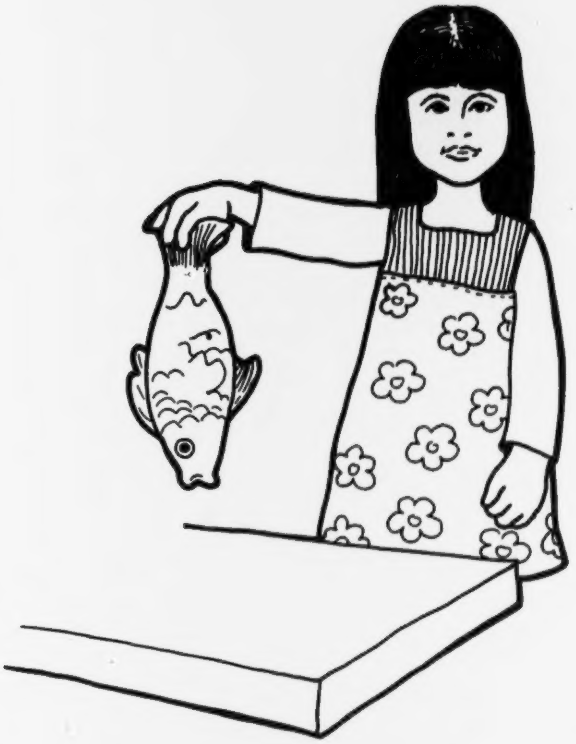
PROCEDURE: Carefully wash and dry fish, taking care not to bother the scales. When the fish is dry, cover it with hair spray and brush with thin acrylic paint. Paint the whole fish, but wipe off the eyes. Children blot the fish on paper towels before printing on paper.

I
S
4-7

SPONGE PRINTING

MATERIALS: Sponge cut into shapes, clothes pins, large sheets of paper, pie tins with tempra paint

PROCEDURE: Clip sponge from top with the clothes pin. Let child use this as a handle to dip the sponge in the paint tin. Press the sponge to the paper to make a print.



COLLAGE

The joy of collage is as endless as the list of items that can be used. Here is a suggested list to get you started:

- lace
- tissue paper
- sequins
- fabric
- leaves
- cellophane
- gauze
- ribbon
- rick-rack
- sticky dots
- pumpkin seeds
- twigs
- bias tape
- leather
- buttons
- wallpaper
- dry moss
- foil
- yarn

I STAMP ART[1]

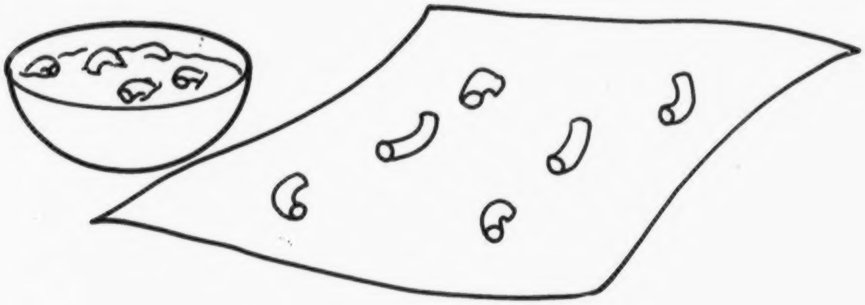
S
6-7 **MATERIALS:** Postage stamps (new or used), glue, paper, marking pen (optional)

PROCEDURE: Glue whole stamps or stamps cut into smaller shapes onto the paper. Make them into a picture, adding details with marking pens or cutting out small pictures from the stamps themselves.

I MACARONI MAGIC

S
5-7 **MATERIALS:** Paper, spaghetti

PROCEDURE: Soak spaghetti. Children decorate the paper with the wet spaghetti in any design. The wet spaghetti will bend easily and adhere to the paper even when dry.



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[1] Patricia Petrich and Rosemary Dalton. **The Kids Arts and Crafts Book.** Nitty Gritty Productions, 1975.

EXTRA! EXTRA! EXTRA!

I
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4-7

TIE DYING

MATERIALS: Cold dye, six-quart plastic pail, a long dowel or broom handle, rubber bands, 12-inch squares of muslin or sheet.

PROCEDURE: Prepare dye in the pail as directions on package indicate. Center the 12-inch square over the pole and let children wrap several rubberbands around the cloth and pole. Dip the stick into the dye until child is pleased with the color. Rinse well. Remove the cloth from the pole and let dry.

I
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5-7

FABRIC DESIGN

MATERIALS: 12-inch square of muslin or sheet, newspapers, and permanent markers

PROCEDURE: Cover area with newspaper. Children mark off fabric in squares or diamond shapes or just draw on it. The smaller shapes are great in which to draw many different pictures. To assure permanence, iron cloth with a vinegar-soaked rag.

I
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5-7

SHRINK ART

MATERIALS: Pieces of heavy plastic (liver or meat lids from the butcher work fine), permanent markers, an oven, aluminum foil, a cookie sheet, yarn

PROCEDURE: Cut the plastic into desired shape. Children draw on plastic with permanent markers. Punch hole in one end of the shape. Lay plastic on foil-covered cookie sheet and heat in moderate oven until it shrinks. Remove from oven and let cool. String with yarn for a pendant.

I S 7

SLIDE ART[1]

MATERIALS: Blank 35mm slides or old exposed slides and bleach, marking pens or acrylic paint, small slide viewer.

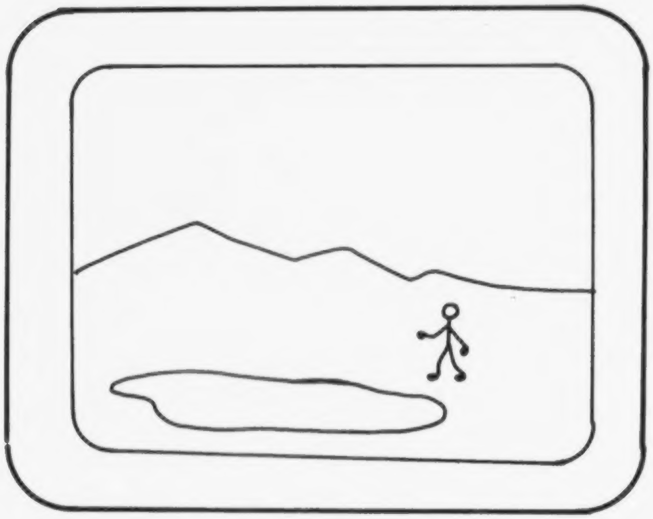
PROCEDURE: Children draw on the clear slides with pens or paint. Enjoy pictures by holding slide to the light or using viewer. To use exposed slides, clean slide with a cotton swab and bleach. For additional fun the slide drawing can be made into a photo at a camera store.

I S 5-7

BLUE PRINT ART

MATERIALS: Blue print paper in 12-inch squares, a piece of wood larger than the paper, 1/2 cup ammonia, a gallon jar and assorted objects.

PROCEDURE: Put the paper on the piece of wood. The child then arranges the objects on the paper in a satisfactory design. The child carries the wood and paper out into the sun for 10 to 15 seconds. Bring it back inside, remove the objects and roll up the paper. Place it inside the jar with the ammonia and close lid tightly. Ammonia fumes will develop the picture in less than a minute.



[1] Patricia Petrich and Rosemary Dalton. **The Kids Arts and Crafts Book.** Nitty Gritty Productions, 1975.

RECIPES

3-D SOAP PAINT

6 T. liquid starch
1 C. biodegradable soap powder

Whip ingredients with beater. Mixture may be tinted with tempra.

PACKAGE CAKE MIX "PAINT"

1 pkg. cake mix

Follow directions on package, but omit the eggs. Divide batter into squeeze bottles and tint with food color. Children squeeze their paintings onto cardboard. Let pictures dry for two days.

PASTE JEWELRY MIXTURE

¾ C. flour
½ C. cornstarch
½ C. salt
warm water as needed

Mix ingredients. Add water gradually until mixture can be kneaded to reduce stickiness. Mixture may be rolled into balls for beads. Pierce each bead with toothpick or large needle and allow to dry. Paint.

PAPER MACHE #1

liquid starch
water
newspaper strips

Mix equal parts of liquid starch and water. Stir until starch is dissolved. Soak newspaper strips in liquid mixture and pat into place.

PAPER MACHE #2

wallpaper paste
water
newspaper strips

Combine wallpaper paste (wheatpaste) with water to form a fluid paste. Dip paper into mixture and pat into place (add powder to water).

FINGER PAINTING GOOP

1 C. powdered laundry starch
5 C. boiling water
2/3 C. soap flakes
splash of cold water
1 t. of powdered tempra paint

Mix the starch with enough cold water to make a smooth paste. Add the boiling water and cook the mixture until it is glossy. Stir in the dry soap flakes while the mixture is warm. Cool and pour into jars. This mixture will keep a week or longer if covered with a tight lid. Sprinkle mixture with tempra when ready to paint.

EASY FINGERPAINT

liquid starch
water
1 t. powdered tempra paint

Pour small amount of liquid starch on piece of paper. Sprinkle a teaspoon of paint into starch. Add water as needed, mixing with hands while painting.

PEANUT BUTTER PLAY DOUGH

1 jar peanut butter (18 oz.)
6 T. honey
non-fat dry milk

Mix non-fat dry milk with water to right consistency. Mix all ingredients; shape; eat.

BREAD CLAY

6 slices white bread
1 T. white glue
½ t. detergent or 2 t. glycerine

Remove the crusts from white bread and knead them with white glue and detergent (glycerine). Knead until mixture becomes non-sticky. Separate into portions and tint with food coloring. Shape and when done brush with equal glue and water for a smooth appearance. Let dry overnight to harden.

CRAYON COOKIES

non-stick muffin tin
peeled crayons (variety of colors)

Place peeled crayons in muffin tins. Use six or seven regular crayons for thick end product. Use a variety of colors. Place tins in a 250° oven until crayons have melted. Turn off oven, and when oven is completely cooled remove pan (not before). Push on bottom of tin and cookie crayons should pop out.

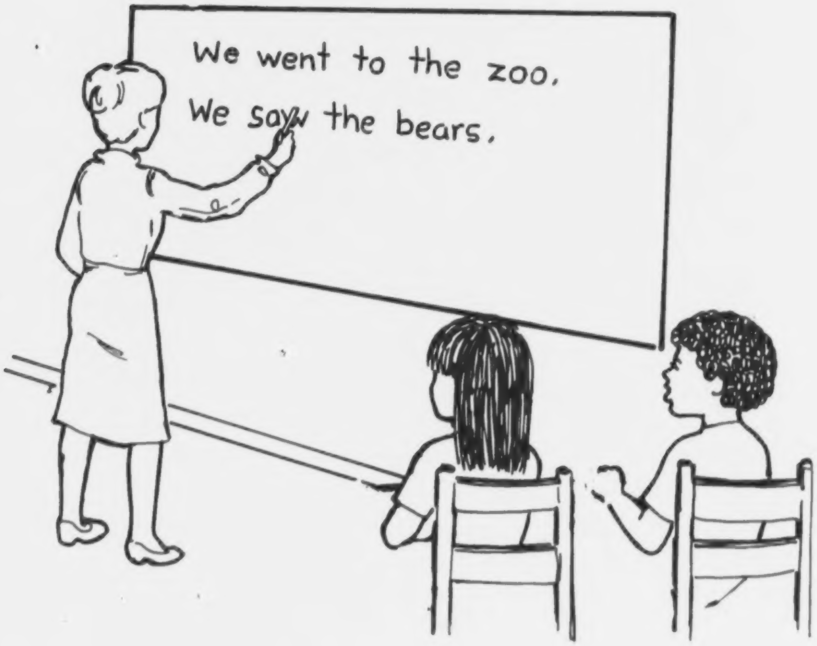
COMMUNICATION

Communication is basic to living and learning. It begins at birth and progresses in a continuum that can be related to stages of development. It is dependent on each child's genetic potential and environment.

Receptive communication skills develop as children learn by listening, observing, modeling, and interacting with materials and others.

Expressive language develops through movement, speech, art, music, dramatization and writing.

The activities in this section are divided into the different areas of communication. In actual application, these areas are integrated.


We went to the zoo.
We saw the bears.

ORAL LANGUAGE

S
4-5

FEELY BOOKS

OBJECTIVE: Develop language

MATERIALS: Different materials to feel

PROCEDURE: Have child feel objects and talk about what he/she feels; how it feels; shape of material; other things that feel like it.

S
L
4-6

HOW MANY WAYS

OBJECTIVE: Describing an object

MATERIALS: Objects or pictures of objects

PROCEDURE: Children take turns describing the object or use of object.

I
S
L
4-6

ZOO ANIMALS

OBJECTIVE: To generate interest in language experience picture stories; develop an interest and awareness in wild animals

MATERIALS: Pictures of zoo animals, modeling clay, paint, paint brushes, paper

PROCEDURE: Use pictures of wild animals to facilitate discussion. Point out physical characteristics, natural habitat, etc. Plan a trip to the zoo (include plans for safety).

Follow up: Discussion of zoo trip. Each child paints a picture about the experience during a center time immediately following discussion time. The teacher records the child's reaction about the picture-experience on the picture page. The teacher/adult reads the story with the child.

I
S
4-7

EGG-STRA, EGG-STRA

OBJECTIVE: To learn classification, beginning consonants, vowels, sequence, etc.

MATERIALS: Construction paper eggs, pictures or words to be placed on eggs

PROCEDURE: Teacher places pictures or words on eggs. Children sort all eggs according to topic. They can use egg cartons in which to place eggs.

S REVERSE OBSTACLE COURSE

4-7 **OBJECTIVE:** Problem solving; oral directions

MATERIALS: Objects for obstacle course, example: chair, rope, hoop, ball, etc.

PROCEDURE: One child tells another child how to go around obstacle course. Child must then follow directions. When finished, this child must tell the next child how to go a different way.

S FEELINGS

L
4-7 **OBJECTIVE:** Expressing feelings

MATERIALS: Pictures showing different facial expressions

PROCEDURE: Children take turns talking about what they see in the picture and why the person in the picture might feel that way.

S FURNITURE MOVERS

4-7 **OBJECTIVE:** Oral language

MATERIALS: Pictures of furniture; flannel board with felt as backing

PROCEDURE: Explain to children that they are moving into a new house. The furniture must be moved from the moving truck (van) to the appropriate room in the house. Each child is given a room to furnish. She must tell what she is putting in the room and why.

I MR. OPPOSITES

S
4-7 **OBJECTIVE:** Learning opposites

MATERIALS: Pictures of opposites

PROCEDURE: Say name of a feeling or object. Child must think of the opposite word or locate the opposite picture. Activity can be extended by having child use the word in a complete sentence.

I FILL IN THE WORD

S
L **OBJECTIVE:** Develop oral language skills

4-7 **MATERIALS:** None

PROCEDURE: Tell a descriptive story, leaving out words. Ask children to fill in the story using their own words.

Example: Once there was a BIG gray elephant who had a very long ...... He was so sad because his ..... was so long that it got in his way when he ......

I SURPRISE BOX

S L **OBJECTIVE:** Creative language development

4-7 **MATERIALS:** Box of different objects

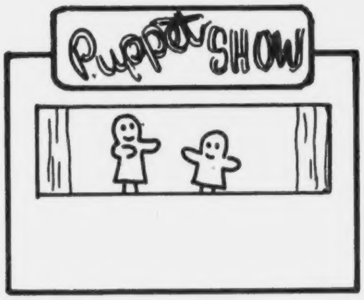
PROCEDURE: Child takes an object out of the box and makes up a story about the item. (This can be oral and/or written.)

S PUPPETS

L 4-7 **OBJECTIVE:** Oral language development

MATERIALS: Posterboard, construction paper, magic markers, glue, staples, small paper sacks, the book, ***The Three Pigs***

PROCEDURE: Teacher reads the fairy tale and talks about characters and sequence of events. Teacher or children make puppet figures for the story. Children use puppets to do oral presentation of the story.



S SPEEDY

L **OBJECTIVE:** Rhyming words

4-7 **MATERIALS:** None

PROCEDURE: One child says a word and the next child must say a word that rhymes. Continue around the circle as fast as you can.

I
S
5-7

SHOPPING LIST

OBJECTIVE: To develop non-sequential visual memory

MATERIALS: Grocery objects listed on strip of paper; 10-15 individual cards with picture of object on one side of card, name of object written on other side.

PROCEDURE: A child shows the grocery list to another child. They read the list; the first child places the list out of sight; the second child must find the list of objects in the stack of cards and place them in order listed on grocery list. Child checks work by matching cards to grocery list.

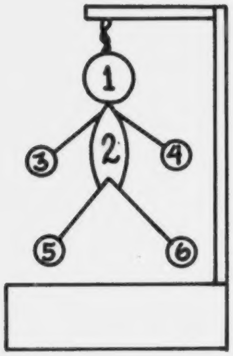
S
L
6-7

HANGMAN

OBJECTIVE: Matching action to words

MATERIALS: Action word cards

PROCEDURE: Class is divided into two teams. Teacher shows an action word card to one group. This team must name something that uses the action. If a child gives a wrong idea or can't think of a matching idea, he adds a part to the Hangman. First team to finish man loses.



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INTERVIEW

OBJECTIVE: Oral language development

MATERIALS: None

PROCEDURE: Children select a topic of current interest. Have a child write a list of questions relating to topic. Children take turns playing the role of interviewer.

LISTENING

S
L
4-5

FLY, PIGEON, FLY

OBJECTIVE: Listening to sequenced direction

MATERIALS: None

PROCEDURE: One child whispers to another child what to do. The child then must *fly* away and do what she was told and then *fly* back to group. If she follows the directions in the correct order, she can be *it*.

S
L
4-7

SOUND PATTERNS

OBJECTIVE: Auditory Patterning

MATERIALS: None

PROCEDURE: Teacher claps hand in a pattern. Children must then repeat the pattern.

L
4-7

DETECTIVE

OBJECTIVE: Listening for direction of sound

MATERIALS: None

PROCEDURE: Children are seated on a circle. Three students are picked to be detectives. They leave the room. Then one person is selected to hum. Everyone covers their mouths with their hands. The detectives are summoned, and the hummer begins to hum a tune. The detectives try to locate the hummer. The hummer may stop if the detective comes too close.

L
4-7

CLUES

OBJECTIVE: Listening for clues

MATERIALS: Blindfold

PROCEDURE: Children form a circle. Two children are it; one child is blindfolded and listens to clues as to where second child is located on the circle. He tries to find her.

I S L 4-7

LISTENING

OBJECTIVE: Learning to listen to sounds in the environment

MATERIALS: Timer

PROCEDURE: Children listen to what is going on around them. Then the children tell what they heard. Teacher makes list on board. The children listen again for one minute and see how many of the same sounds they heard and how many new ones.

S L 4-7

RHYMES

OBJECTIVE: Fill in the missing rhyming words

MATERIALS: None

PROCEDURE: Teacher says nursery rhymes and leaves out the rhyming word. The child supplies the correct word.

I L 5-6

SOUND COLLAGE

OBJECTIVE: Beginning sounds

MATERIALS: Paper and pencil; pictures

PROCEDURE: Hang a strip of paper on wall with a letter of the alphabet on it. When children find a word that begins with the sound teacher names, they glue picture on the strip.

S L 5-7

GOOFED

OBJECTIVE: Listening for mistakes

MATERIALS: Book

PROCEDURE: Teacher reads a story to the class or group. The group follows along as the teacher reads. The child calls out when teacher makes a mistake.

S
FAST THINKING

6-7 **OBJECTIVE** Listening for sounds

MATERIALS: Timer

PROCEDURE: Children are teamed up. One child gives all the words that he can think of that begin with the same letter; other child checks to make sure they are the right words. The child with the greatest number of words in a certain amount of time is the winner.

I
LITTLE WORDS

S **OBJECTIVE:** Listening for smaller words

6-7 **MATERIALS:** None

PROCEDURE: Make up phrases with compound words in them. The children are to listen for compound words. They are to tell the two small words in the big word.

READING

I
BAG THE COLOR

S **OBJECTIVE:** Color recognition, reading color words, and eye-hand coordination and matching.

4 **MATERIALS:** Containers or squares with colors and words on them; bean bags of solid colors

PROCEDURE: Child takes bean bag and throws it into the container that matches the bean bag.

Variation: Throw bean bag and read color word that bean bag lands on.

S
CATCH MATCH

L **OBJECTIVE:** Rhyming words

4-5 **MATERIALS:** Ball or bean bag

PROCEDURE: Teacher says a word, then throws ball or beanbag to a child on the circle. The child must think of a word that rhymes with the word said.

S

ART DISPLAY

L **OBJECTIVE:** Reading readiness

4-6 **MATERIALS:** Paper strips, crayon or magic marker

PROCEDURE: Have paper strips available. As children complete drawings or paintings, they dictate a sentence about the picture. An adult writes statement on a paper strip then staples strip to picture. Children read their sentences as they show their art during Circle Time. They can then take them home.

I

MATCHING

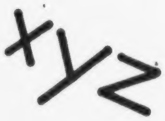
S **OBJECTIVE:** Written recognition

L

4-6 **MATERIALS:** Two sets lowercase letter cards

PROCEDURE: One set of cards is distributed to the children. The teacher keeps other set of cards. She takes a card off of the stack and holds it up for children to see. Child that has matching card stands.

Expand on Activity: Child identifies his letter; child helps the teacher think of a word that begins with the letter.



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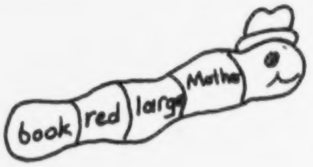
WORMIE

S **OBJECTIVE:** Drill words

4-5 **MATERIALS:** Worm board

PROCEDURE: Worm is drawn on tagboard. It is divided into sections. Each section has a word written on it. The children begin at the tail and must say a word as they move towards worm's head. First one to reach the head is the winner.



I
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4-7

PASS THE BAG

OBJECTIVE: To practice using concepts of "over" and "between," patterned and sequence.

MATERIALS: Beanbags

PROCEDURE: The children form two lines. First child passes beanbag over head, next one passes beanbag between legs; continue until beanbag gets to the last person.

I
S
L
4-7

BEANBAG TIC, TAC, TOE

OBJECTIVE: Word recognition

MATERIALS: 5 black beanbags; 5 red beanbags; tape; word cards

PROCEDURE: Mark floor off into Tic, Tac, Toe board. (Can use tagboard also.) Mark a throwing line. Place word card in each square. Each player then throws his beanbag and then must read the word. If the child can read the word, he may cover that spot. Play same as Tic, Tac, Toe.

I
4-7

CHATTERBOX

OBJECTIVE: Reading

MATERIALS: Big sheet of paper

PROCEDURE: A spot is set aside for this piece of paper to hang. The children dictate something they want to share. Teacher writes on paper beside child's name. Anyone can go to chatterbox corner and read what was written.

I
S
L
5

PICTURE MATCH

OBJECTIVE: Vocabulary

MATERIALS: Picture, cards

PROCEDURE: Place on card a picture with word written underneath. On another card write just the word. Turn card over; when match is made, child must read word on card.

S
L
5-6

EDGE OF LEDGE

OBJECTIVE: Beginning sounds

MATERIALS: Picture cards

PROCEDURE: Put 10 picture cards on chalkboard ledge. Children must name all objects and then find ones that start alike. They remove all others that do not belong.

I

WORD BANKS

5-6 **OBJECTIVE:** Learn sight words

MATERIALS: 3" x 5" cards; box or envelope; magic marker

PROCEDURE: Teacher chooses words from language experience charts dictated by children; color words; etc. A picture of the words is drawn on the back of the cards. Every word the child learns is deposited in her word bank. She can work with words during center time.

S

CONDUCTOR

L **OBJECTIVE:** Reading words

5-7 **MATERIALS:** Flash cards

PROCEDURE: Conductor stands behind student. Teacher holds flashcard up, and if conductor says word first he gets card and moves on to the next child. If conductor misses, he sits down and passenger then becomes conductor.

I

BEANBAG BLENDS

S L **OBJECTIVE:** Think of words that begin with a sound

5-7 **MATERIALS:** Tagboard chart of 20 squares - contact over board; write consonants, blends, numbers of syllables, etc. in each square; beanbags

PROCEDURE: Child takes beanbag and throws it on a square. Then she must think of a word that begins with that letter or blend. This can be a group game where points are kept.

S

THUMBS UP/THUMBS DOWN

L **OBJECTIVE:** Hearing like sounds

5-7 **MATERIALS:** None

PROCEDURE: Teacher calls out two words. If they begin with the same sound, the child puts his thumb up. If they do not start the same, child puts thumb down. At a glance teacher can locate who is having difficulty identifying like sounds.

S

ALPHABET WALK

L **OBJECTIVE:** Name letters of alphabet, sounds and words

5-7 **MATERIALS:** Alphabet stepping stones or alphabet cards, music

PROCEDURE: Place stones down in circle form. Play music; when music stops, child must name letter and give word that begins with that letter.

L
5-7

LISTEN AND JUMP

OBJECTIVE: Listen to word and match

MATERIALS: Oilcloth 4′ x 4′

PROCEDURE: Mark oilcloth off into squares; put letters or words in each square. When you say a word, they must jump into that box.

Variation: Number of syllables, meanings, etc.

S
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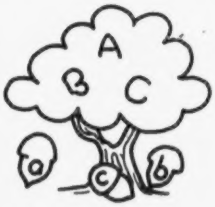
5-7

ALPHABET TREE

OBJECTIVE: To match letters of the alphabet

MATERIALS: Tagboard tree with upper case letters on it. Cut small acorns out and put lower case letters on them.



PROCEDURE: Child matches the acorn to the upper case letters on the tree.

Variation: Word-to-word/opposites/word meaning.

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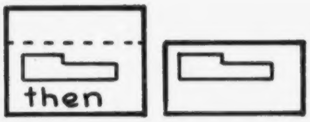
5-7

CONFIGURATION

OBJECTIVE: To see the shape of words

MATERIALS: Strip of tagboard 12″ x 4″ or construction paper. Fold down about 3″ from top. Small 3″ x 4″ cards



PROCEDURE: Put word on bottom part of strip. Make shape of word on 3″ x 4″ card and also under flap. Child takes cards and must match shape to word. They can lift flag and see if design is the same as small card.

I
5-7

READING TREE

OBJECTIVE: Sight words

MATERIALS: Tree branch, pot, plaster on dirt, construction paper

PROCEDURE: Tree branch is put into pot. Construction paper is cut into seasonal shapes. Reading words are placed on the shapes

Variation: Definition for words.

I S 6

FEATHER CAP

OBJECTIVE: Vocabulary words

MATERIALS: Construction paper

PROCEDURE: A headband and feathers should be cut out of construction paper. Each time a child can read a word, he gets to add to his headband a feather with the word written on it.

S L 6-7

A TISKET, A TASKET

OBJECTIVE: Reading words

MATERIALS: Basket, word cards

PROCEDURE: One child walks, hops or skips around circle with basket. The child delivers the message to a friend by dropping a card into the child's lap. The child receiving the card must then read the card with the message on it.

S L 6-7

SENSE OR NONSENSE

OBJECTIVE: Reading for meaning

MATERIALS: Strips with phrases written on them

PROCEDURE: Take strip with phrase on it. Read it and decide if it makes sense or not.

I S 6-7

BASE WORDS

OBJECTIVE: Find the root word

MATERIALS: Vocabulary cards that have various prefixes and suffixes

PROCEDURE: Child takes a card and reads the word on it. She must locate the root word.

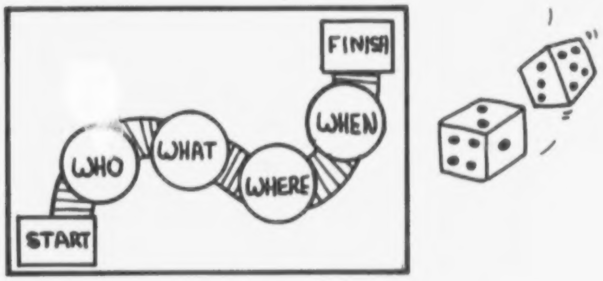
S 6-7

BREAKDOWN

OBJECTIVE: To pick out the who, what, where, when of a story

MATERIALS: Game board with "who," "what," "where," and "when" on dots; dice; teacher-prepared story strips

PROCEDURE: Child starts at beginning on gameboard; rolls dice, then moves that many spaces. Read strip and answer question from strip.



S YES AND NO

6-7 **OBJECTIVE:** Rhyming words

MATERIALS: Strip with 3 or 4 words on it; cards with yes; cards with no

PROCEDURE: One child reads word card. If all words belong together then children hold up **yes** cards; if all words are not alike, the children hold up **no** cards.

S BASEBALL

6-7 **OBJECTIVE:** Give opposites

MATERIALS: Gameboard of baseball field; cards cut into baseballs

PROCEDURE: One child is up to bat. Pitcher takes baseball cards and reads word. Batter must tell opposite. Move to first base if correct. Either one strikes out or gets three runs children must change positions.

S CONTRACTION

L **OBJECTIVE:** Tell words that make up a contraction

6-7 **MATERIALS:** Bingo gameboard with words; dice; cards with contractions on them

I HOPPER

S **OBJECTIVE:** To reinforce letter/sound concepts

6-7 **MATERIALS:** A large Kangaroo drawn on tagboard (add apron with pockets so that cards can be placed in them); label pockets: 'silent e,' 'ow sound,' 'long vowel,' 'short vowel;' word cards

PROCEDURE: Child draws card from pile and must put word into proper pocket of Kangaroo.

I WOOD WORM

S **OBJECTIVE:** Read rhyming words or vocabulary words

6-7 **MATERIALS:** Circles - one with face, others with words on them

PROCEDURE: As children read words they get to add circles to their worm head. The more words they know, the longer the worm.

I IT'S MY GAME

S **OBJECTIVE:** Be able to give meaning of words

6-7 **MATERIALS:** Word cards; construction paper pockets made from two circles stapled together

PROCEDURE: Child takes word from pocket and must use it in a sentence.

I VOWELMATICS

7 **OBJECTIVE:** Working with vowel sounds

MATERIALS: Sheet of paper with four columns on it

PROCEDURE: Given a word, the child puts words in corect column. Column 1 -*WORD;* Column 2 - ***NUMBER OF VOWELS YOU SEE:*** Column 3 - ***NUMBER OF VOWELS YOU HEAR:*** Column 4 -***NUMBER OF SYLLABLES IN A WORD.***

S FEED THE DOGGIE

7 **OBJECTIVE:** Analogies

MATERIALS: 2 dogs, bones with analogies on them (e.g., off is to on as found is to . . . .).

PROCEDURE: Child takes a bone for his dog. He must read the analogy and fil in the missing word. If correct, he gets to keep the bone for his dog. The one with the most bones wins.

S MOVE IT

7 **OBJECTIVE:** Reading

MATERIALS: Two sets of cards containing vocabulary word instruction (e.g., walk, jump, run, etc.)

PROCEDURE: Form two teams and give a set of cards to each team. At the word ***GO*** the players must follow the instruction on the cards one at a time. If a child cannot read a card, she is to pass the card on to the person behind her. First team to go through all the cards wins.

HELPFUL SUGGESTIONS

1. To help children remember which mark (- or ˘) goes with the words "long" and "short." Show them that the mark is in the first letter. [Long -Short]
2. To help remember left and right hand, look at hands. The left hand will make a "L" with fingers and thumb.
3. Window shades make excellent charts. If you have black shades in the room, you can use them. Just use chalk to write on them. If not, you can take white shades and put information on with India ink. Attach blind fixture to a wooden board (eye hooks fastened to the board will accommodate). A wire or heavy cord can be used for hanging the chart.

LANGUAGE APPROACH TO READING

What I think about, I can express.
What I can express, I can write
or someone can write for me.
What I write, I can read.
I can read what I write and
what other people write for me to read.

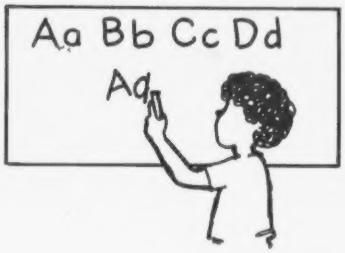
WRITING

I LETTER PERFECT

4-5 **OBJECTIVE:** Forming letters

MATERIALS: Tagboard; contact paper; grease pencil or felt pen

PROCEDURE: Put alphabet on tagboard, cover with contact paper. Child can then practice tracing letters with grease pencil or washable felt pen.



I TOUCH ME

4-5 **OBJECTIVE:** Forming letters

MATERIALS: Nail polish; glitter or sand; tagboard strips

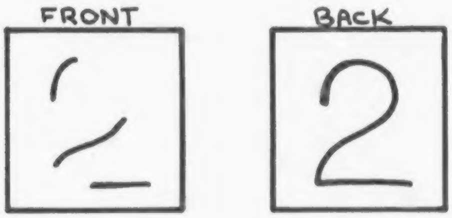
PROCEDURE: Using nail polish, make letters on tagboard strips. Before polish dries, sprinkle sand or glitter on it. Let dry. Child can then feel letters.

I COMPLETE THE SYMBOL

4-6 **OBJECTIVE:** Perception

MATERIALS: Laminated 5″ x 7″ cards with incomplete numerals on the front and completed numeral on back (for self-checking); crayon; cloth

PROCEDURE: Child completes symbol with a crayon; looks on back of card to check work; wipes cards clean with cloth when finished. Letters can be reused.



I S L 4-6

TOUCH TO LEARN

OBJECTIVE: Kinesthetic approach to learning

MATERIALS: Sandpaper shapes, letters and numerals

PROCEDURE:

(1) Child rubs hand over symbol shape and matches it to written symbol.

(2) Child is given symbol shape to feel while she is blindfolded. She guesses name of symbol. Children in group tell her if guess is correct.

(3) After feeling symbol, child writes symbol on blackboard. Other children are asked to give name of the symbol.

S L 4-7

ROLLER STRIPS

OBJECTIVE: Creative writing

MATERIALS: Cardboard box; roll of shelf paper; dowel rods

PROCEDURE: Child draws picture and writes story on shelf paper; then makes stage out of box. Connect paper to dowel rods and turn to make story come across opening in box. If child is not at this level of development, he can dictate words for teacher or aide to write.

I 4-7

MY FIRST BOOK

OBJECTIVE: Build confidence in oral and written language

MATERIALS: 8½" x 11" sheets of paper; felt pens; crayons; staples; stiff cardboard; brads; hole punch; yarn

PROCEDURE: Explain to child that books are talk-written. Teacher or aide writes child's words about self. One sentence is written on each page. Child illustrates each page with own drawings or pictures cut out of magazines. Make cover from cardboard. Children that can print well enough can print own words. Teacher or aide tells how to print the words. Activity can be extended with experience books.

S L 5-7

CLASSROOM NEWSPAPER

OBJECTIVE: Creative writing

MATERIALS: Penmanship paper; pencils; crayons

PROCEDURE: Children compile a newspaper about things happening in their room (special days, things they are doing, etc.).

I
6-7

CARTOONS

OBJECTIVE: Creative writing

MATERIALS: Comic strip

PROCEDURE: Cut away written part of comic strip; children write their own caption to comic strip.

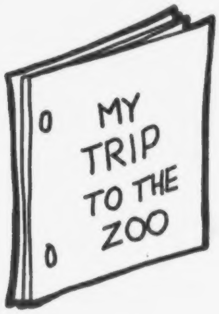
L
6-7

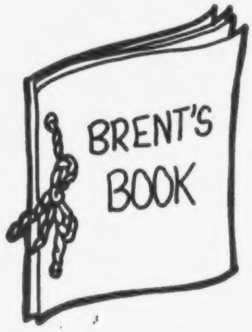
BIRTHDAY BOOK

OBJECTIVE: Creative writing

MATERIALS: Drawing or writing paper; pencils; crayons

PROCEDURE: On child's birthday, each child draws the birthday child and then writes a short story about the birthday child. The pictures are then put into a booklet and given to the birthday child.





I
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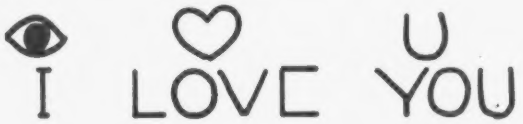
6-7

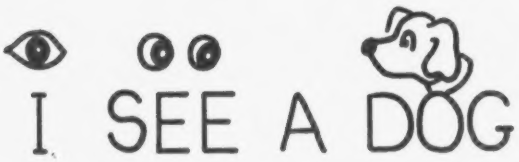
PICTOGRAMS

OBJECTIVE: Picture writing

MATERIALS: Paper and pencil

PROCEDURE: Draw symbols on chalkboard (e.g., Indian symbols, other symbols class makes for words). The child then makes up own symbols for picture reading. Example:





I STORY BONANZA

S L **OBJECTIVE:** Creative writing

7 **MATERIALS:** Posterboard, brads, compass, ruler, gameboard

PROCEDURE: To construct gameboard, cut three windows in the posterboard; cut out three wheels, attach with brads; label 'who,' 'when,' 'where.' On wheel write words to go with topic.

Turn wheels to different words and write a short story from your story starter.

I WHAT IS IT?

7 **OBJECTIVE:** Creative writing

MATERIALS: Colored construction paper, paste, writing paper

PROCEDURE: Child cuts shapes out of construction paper. She then pastes on paper to make a design. Look at picture then write a story about it.

I SECRET ME

L **OBJECTIVE:** Writing autobiographies

7 **MATERIALS:** Paper and pencil

PROCEDURE: Each child lists 5 or 6 special events in his life. When all are finished, shuffle and then read in class. See if they can pick out classmates. Explain procedure to children to keep from embarrassing child.

DICTIONARY AND SPELLING

I UNSCRAMBLE

6-7 **OBJECTIVE:** Learning spelling words

MATERIALS: Spelling words

PROCEDURE: Mix up letters in spelling words and have children unscramble.

I HOW MANY?

7 **OBJECTIVE:** Make new words

MATERIALS: Compound words cards

PROCEDURE: Make as many little words from the larger word as possible.

I SPELL IT

6-7 **OBJECTIVE:** Practice writing spelling words

MATERIALS: Alpha Bit cereal

PROCEDURE: Spell each spelling word with cereal.

I I CAN MAKE A WORD

6-7 **OBJECTIVE:** Making up words

MATERIALS: Alpha Bit cereal

PROCEDURE: Give a child a bowl of Alpha Bit cereal. The child is then to see how many words he can make from the bowl of letters.

I HELPER CARDS

6-7 **OBJECTIVE:** Check spelling of words

MATERIALS: Card file or notebook

PROCEDURE: When a child needs assistance with spelling a word, the teacher spells the word for the child. She writes word in notebook or on file card. She must then arrange in alphabetical order.

I CODE WRITING

6-7 **OBJECTIVE:** Spelling words

MATERIALS: Code; spelling words

PROCEDURE: Write spelling words in code form. Then have students try and decode the words.

I
S
6-7

GREAT GUESSES

OBJECTIVE: Spelling

MATERIALS: Pictures of objects

PROCEDURE: Cut pictures into puzzle shapes. Students must put picture together and then spell word

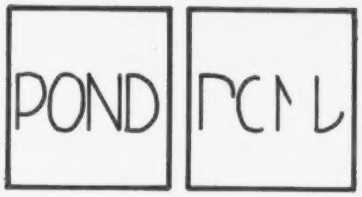
S
6-7

WORD PARTS

OBJECTIVE: Spelling words

MATERIALS: None

PROCEDURE: One child writes part of the letters in her spelling words. Give to another child, and he must see missing part and correctly write word. Teacher can also write word and give to students. Example:



L
6-7

CHAIN GANG

OBJECTIVE: Spelling words

MATERIALS: Cut fifty 1″ x 3″ different color strips; glue; pencil and spelling list

PROCEDURE: Divide class into two equal groups. Place strips of paper, glue and pencils on the table. The teacher says a word. One member from each team writes the word on the strip. If word is spelled correctly, child gets to put strip on chain. Team with the longest chain wins game.

I
S
6-7

SPELL A WORD CIRCLE

OBJECTIVE: Spell words

MATERIALS: Alphabet square; die

PROCEDURE: Throw the die onto the square. Look at the letter the die landed on and think of a word that begins with that letter.

Variations: Can also have as many letters as the die shows. Think of as many different words as the number shown.

I TRACILE SPELLING

6-7 **OBJECTIVE:** Practice writing spelling words

MATERIALS: Fingerpaint, typewriter or sand

PROCEDURE: Have child practice writing spelling words with one of the above items.

S MISSPELLED WORD GAME

6-7 **OBJECTIVE:** To spell word correctly

MATERIALS: Gameboard laminated; grease pencil; die

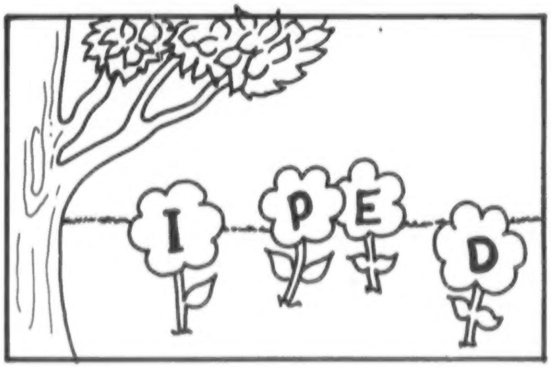
PROCEDURE: Each space on the gameboard has a misspelled word. The child rolls a die and moves that number of spaces. He must spell word correctly to stay on space. If he cannot spell the word, he goes back to former space. Winner is first one to finish.

I BLOOMING WORDS

6-7 **OBJECTIVE:** Making new words

MATERIALS: Paper with garden drawn on it

PROCEDURE: Make as many words as you can with letters on flowers. You may use as many or few flowers as you like and in any order.

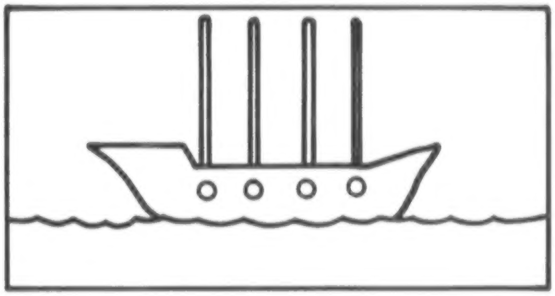


I SEQUENCE ON THE SHIP

6-7 **OBJECTIVE:** Dictionary skills, sequencing

MATERIALS: Construction paper in shape of ship with four pole masts

PROCEDURE: Place word cards on correct pole in correct alphabetical order.



I ALPHABETIZE

6-7 **OBJECTIVE:** Alphabetical lists

MATERIALS: list of words

PROCEDURE: Take word list and alphabetically list the words according to the number of letters in the words.

Example: Find all five-letter words and then alphabetize.

I
S
6-7

LETTER HOPPING

OBJECTIVE: Spelling

MATERIALS: Alphabet cards

PROCEDURE: Give spelling word to child. She is to hop to the different letters on the floor. As she hops, she is to spell the word out loud.

I
S
L
6-7

WORD BUILDER

OBJECTIVE: Practice spelling words

MATERIALS: 26 one-inch squares with letter on each (may want more vowels and common letters)

PROCEDURE: Teacher says word and child must pull letters out and spell word correctly. First one finished gets a point. Extra point can be given if they can give definition.

I
S
6-7

RING IN THE NEW YEAR

OBJECTIVE: Spelling words

MATERIALS: Clock face with movable hands, word cards (spelling words)

PROCEDURE: Player selects a marker and places on 1:00. Word cards are shuffled and placed face down. Taking turns, one player draws a card and reads word to other player. He must spell the word. If spelled correctly, move one hour ahead on the clock. First player to reach 12:00 calls out ***Happy New Year***.

S
6-7

ALPHABET RUMMY

OBJECTIVE: Alphabetical order

MATERIALS: 26 letter cards

PROCEDURE: Give each child five cards. Put the rest of the cards in a stack in the middle of the table. Top card is face up. Each child takes a turn drawing and discarding a card. Winner is first child to get five cards in alphabetical order.

L
6-7

EVERYONE-WINS SPELLING BEE

OBJECTIVE: Spelling words on cards

MATERIALS: Divide class into two teams. Distribute spelling cards to the two teams. Each team asks the other one to spell their word. If it is spelled correctly, the word is eliminated. If not, keep the word until it comes around again. The team that eliminates all words first is winner.

I

SCRAMBLE

7 **OBJECTIVE:** To correctly spell a word or put words in correct order

MATERIALS: Spelling words and/or vocabulary list (scrambled)

PROCEDURE: The group is divided into two teams. A word is given to each team. They must unscramble the word first to get a point.

Variation: Vocabulary list put in alphabetical order.

S

A-MAZE YOURSELF

L 7 **OBJECTIVE:** Correctly spell words

MATERIALS: A maze (laminated)

PROCEDURE: Write spelling words on maze (some correct, some incorrect). Follow the path of correctly spelled words.

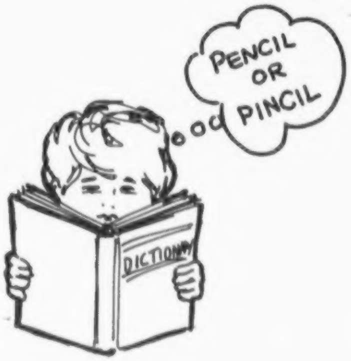
S

DICTIONARY

L 7 **OBJECTIVE:** Finding words in a dictionary

MATERIALS: Dictionaries

PROCEDURE: A word from the children's spelling list is announced by leader. Each child tries to find the word in her dictionary. When child finds word she raises hand and gives page number. Extra point if she can give definition in own words.



I

DIFFERENT MEANINGS

7 **OBJECTIVE:** Dictionary usage

MATERIALS: Dictionary; word list

PROCEDURE: Look up words in dictionary. See different meanings. Write sentences using word with different meanings.

Example: pool - I swim in the pool. I am in a car pool.

I

PUZZLES

7 **OBJECTIVE:** Practice spelling words

MATERIALS: Crossword puzzles

PROCEDURE: Place spelling words into a crossword puzzle. Fit words into puzzle first then make up clues. Students may make up puzzles also.

DRAMATICS AND STORYTELLING

STORYTELLING

Young children can become involved with storytelling when a variety of storytelling techniques are used to make the story come alive.

Storytelling Props:

Storyteller apron - big pockets in which to put props (pictures, animals, puppets, etc.).

Storyteller bag - use same as apron.

Drawing picture as you tell story. Many books are available with short stories and simple drawings.

Using pictures on flannel board.

Roll stories (roll pictures as you tell the story).

Telling story with an overhead projector. Putting pictures on transparency.

Fingerplays.

Puppets (commercial hand puppets; glove puppet [excellent for finger play]; finger puppet; string puppets; marionettes; paper plate puppets; stick puppets; paperbag puppets [face drawn on hand]; sock puppets).

Poem.

Steps in Storytelling:

Choose a story that you enjoy and that fits your personality.

Learn the story so you can tell it instead of reading it.

Don't act out the story, let the language tell the story.

Common Faults in Storytelling:

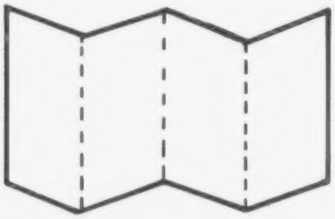
Voice quality (too loud, soft, fast or slow).

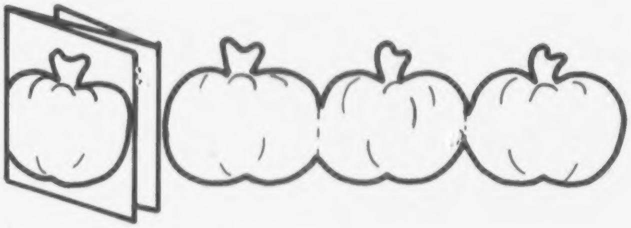
Lack of eye contact.

Distracting hand gestures.

Types of Stories:

Oral reading.
Draw-and-tell-a-story books.
Flannel board stories.
Fold-and-cut stories.
Examples:
Mary, Mary Quite Contrary
Peter, Peter Pumpkin Eater
Little Miss Muffet
Hickety, Pickety
Roses Are Red
Wee Willie Winkie
Little Bo Peep





I
CAREER CORNER

S **OBJECTIVE:** To learn about world of work.

4-5 **MATERIALS:** Prop boxes, stories, pictures, etc.

PROCEDURE: Set prop box material out so child can role play. Some topics are: service station, television star, pilot, astronaut, scientist, painter, doctor or nurse, farmer, custodian, banker, etc;

S
RAILROAD TRAIN

4-5 **OBJECTIVE:** Dramatic play, oral language

MATERIALS: Boxes, hole punch, bell, tickets

PROCEDURE: Line boxes up in train form. One child acts as engineer, another the conductor and others passengers. Role play.

S
NURSERY RHYMES

L **OBJECTIVE:** Learning nursery rhymes and being creative

4-5 **MATERIALS:** Can use props

PROCEDURE: One child is selected to act out nursery rhyme while rest of children recite it.

S L 4-5

PARADE

OBJECTIVE: Keeping time with music

MATERIALS: Instruments, flags, hats

PROCEDURE: Child pretends to be in a parade. Parade can have animals in it, funny people, etc.

S L 4-5

IMPROVISATIONS

OBJECTIVE: Dramatics

MATERIALS: None

PROCEDURE: Ask child to act like a specific person or an experience. (E.g., 2 students - nurse giving a shot; a person watering a droopy plant; a ticket man collecting tickets. More than 2 students - walking in a windstorm; angels in the sky; clothes in the dryer; dogs burying bones; etc.)

I S 4-6

MY OWN STORY

OBJECTIVE: Child makes up own story

MATERIALS: Flannel board, pictures of different things (comics), flannel board story kits, sequential pictures, flannel tape

PROCEDURE: Children make up their own story to go along with pictures they put on flannel board.

S L 4-6

YUCKY

OBJECTIVE: Pantomine

MATERIALS: None

PROCEDURE: Teacher tells the group a situation and child is to act it out. (E.g., You are eating [spinach, ice-cream, spaghetti, soup, lemon, etc.]. You are [washing dishes, playing a game, etc.].)

S L 4-6

MONSTERS

OBJECTIVE: Stimulate imagination

MATERIALS: Varied types of foot prints, tracks

PROCEDURE: Teacher places foot prints in room before children arrive at school. Children are asked to choose a foot print and describe the monster and what it was doing in the room.

S L 4-7

BODY LANGUAGE

OBJECTIVE: Using body to relay message

MATERIALS: None

PROCEDURE: Using your body to take different stances, gestures and facial expressions. Have rest of group relay what they see. Topics could be Fairy Tales, Sports, etc.

I 4-7

MY DAY

OBJECTIVE: Sharing things about ones self

MATERIALS: Child brings things from home

PROCEDURE: Children take turns setting up the dramatic corner. They bring things from home to show either their lifestyle, hobby, interest, or what one of their parents do.

S L 4-7

STRING ALONG

OBJECTIVE: Telling a story

MATERIALS: Roll of string with knots tied in it

PROCEDURE: Students sit in a circle. Teacher/child starts telling a story while unrolling the string. When a knot is reached another person continues the story. Continue until the ball of string is unwound.

S L 4-7

SHADOW PLAY

OBJECTIVE: Dramatic movement

MATERIALS: Sheet, flashlight

PROCEDURE: Darken room. Put up sheet. Have students act behind the sheet. Flashlight throws off shadow. Hand shadows are great.

S L 5-7

NOSBAG DRAMA

OBJECTIVE: Dramatization

MATERIALS: Assortment of objects, brown bags

PROCEDURE: Teacher puts 4 or 5 objects into brown bag. Children take objects and use in a dramatization.

S L 7

INSTANT STORY

OBJECTIVE: Storytelling

MATERIALS: Paper with words listed on it

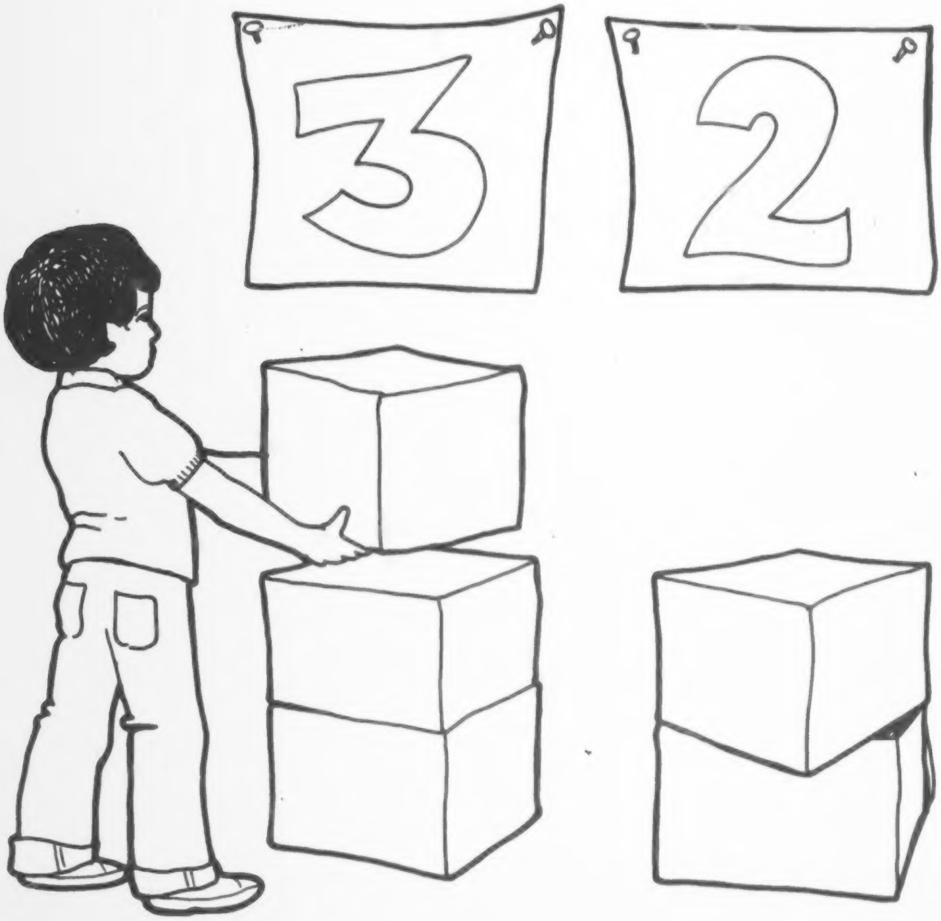
PROCEDURE: Teacher gives students list of 4 or 5 words. They are to make up a story and use the words in their story.

MATHEMATICS

A sound and firm mathematical foundation is imperative to our children; especially with the technological growth that is currently underway bringing about change in our society.

An early childhood education should begin with an understanding of basic mathematical concepts utilizing concrete materials. The child should be provided with hands-on activities to develop an understanding of mathematical concepts. This mathematical foundation is basic to later use of symbols in semi-abstract and abstract learning.

The accompanying activities are intended to provide children with an exciting, challenging and rewarding experience in their math curriculum.



SETS

I
4-7
CEREAL GAME

OBJECTIVE: Forming sets of objects; counting; combining groups.

MATERIALS: Separator from an apple crate; marking pen to write numerals and combinations on the inside of each section of the apple separator; small cup of cereal

PROCEDURE: The child counts the number of pieces of cereal required to go in each section of the apple separator. When the child has had his work checked, he puts the cereal back into the paper cup.

L
5-7
WHAT'S MY NUMBER?

OBJECTIVE: Sets

MATERIALS: One set of large cards with the numbers 1-10 on them; one set of large cards with pictures of objects to match the numbers.

PROCEDURE: Ten children will be given cards showing numbers, and ten will receive cards showing sets of objects. The cards are taped on the child's back. Each child may ask a friend to identify the number (number of objects) on the card taped on her back. She has to then find another child who has the matching number (number of objects) taped on his back.

COUNTING

L
6-7
BANKERS AND CUSTOMERS

OBJECTIVE: To develop skill in counting

MATERIALS: Play money

PROCEDURE: Divide the group into two teams. Members of one team are bankers; members of the other team are customers. Bankers line up on one side of the classroom and customers line up on the opposite side. Designate a sum of money for each customer. The first customer goes to the first banker and asks for a specific sum of money. The banker counts the money aloud. The customer recounts the sum aloud to see whether the banker has counted correctly. Each player who has counted correctly wins a point for their team. The second customer goes to the second banker, etc. until all players have had at least one chance to compete.

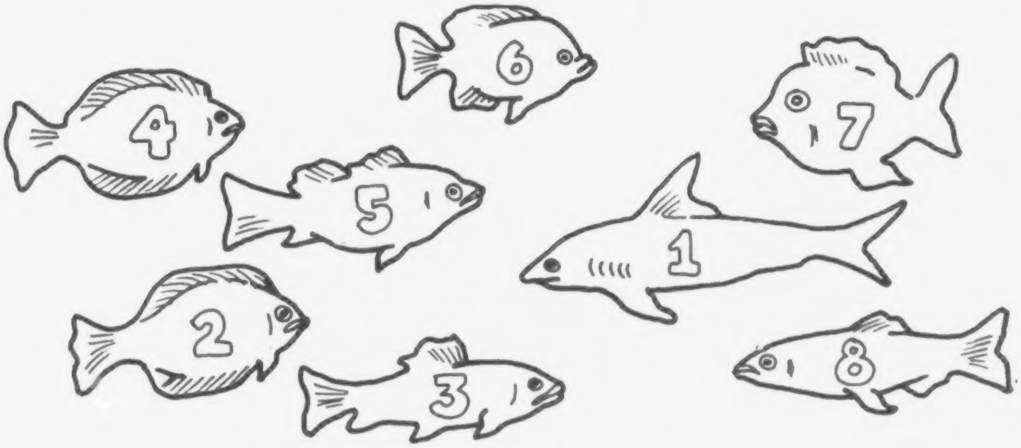
I
4-7

TEENY TINY BUBBLES

OBJECTIVE: Counting orally

MATERIALS: A cup full of round shaped cereal, gameboard similar to the example below

PROCEDURE: Place the correct number of bubbles above each fish, counting aloud as you do so.



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5-6

CARS AND GARAGES

OBJECTIVE: Counting and matching

MATERIALS: Empty milk cartons (cover colorful construction paper with clear contact paper to fit the sides of the milk carton; put dot cards on the outside of the milk carton); small plastic cars with numerals on the hood of the car

PROCEDURE: The child matches the dots on the garage with the numeral on the car and drives the car into its garage. (E.g., the car with numeral 7 should drive into the garage with 7 dots; the car with nu numeral 2 drives into the garage with 2 dots; etc.)

S L 7

MATH CHANT

OBJECTIVE: Counting by 2's

MATERIALS: None

PROCEDURE: Teach children this chant:

Two, four, six, eight.
Mary at the cottage gate.
Eating cherries off a plate.
Two, four six, eight.

MONEY

I 4-5

PIGGY BANKS

OBJECTIVE: Counting sets; learning about money

MATERIALS: 10 baby food jars with lids; screwdriver to punch slots in lids; sticker numerals glued to jars; pennies

PROCEDURE: The child drops the appropriate number of pennies into each piggy bank. For instance, in the bank marked "9" the child drops in nine pennies, and in the one marked "3" the child drops in three, etc.

I 6-7

STORE ADDITION

OBJECTIVE: Add sums of money

MATERIALS: Different canned goods (emptied from the bottoms); play money; paper and pencils

PROCEDURE: Arrange a store in the classroom. Give each child a certain amount of money. Each child goes shopping and must add up two or three items and state the total. The storekeeper should check for accuracy.

NUMBERS AND NUMERALS

S
4-7

SNAP

OBJECTIVE: Visual discrimination of numerals

MATERIALS: Two decks of cards with the jokers

PROCEDURE: Deal out the cards evenly. Each of the players holds his cards face down, and turns over together one card at a time. They shout *SNAP* if two cards are the same. The first to say *SNAP* (but only when it is right to do so) wins the other player's snapped card and all cards under it which have already been played. The winner is the player who collects all the cards.

S
5-7

PUMPKIN FACES

OBJECTIVE: To develop concept of ordinal numbers

MATERIALS: A row of pumpkins drawn on the chalkboard (the number of pumpkins depends upon the number of ordinal numbers being taught); chalk

PROCEDURE: Begin the activity by saying that the pumpkins need faces. Call on one player at a time to draw part of a face on a pumpkin. For example, say, "The third pumpkin needs to have eyes on it." Repeat the procedure until all pumpkins have faces and all players have been called on at least once.

S
L
5-7

CHERRY TREE

OBJECTIVE: Writing numerals

MATERIALS: A set of cards with a different numeral printed on each; two trees without cherries drawn on the chalkboard; chalk

PROCEDURE: Assign one tree to one team and the second tree to the other team. Pile the cards face-down on a table. The object of the game is to see which team can put the most cherries on the tree. Alternate calling on teams. Call on one player at a time. Each player must draw the top card on the pile. The player names it, writes it on the tree that belongs to that team, and draws a cherry (circle) around the numeral. Only those players who correctly name and write the numeral can draw a cherry.

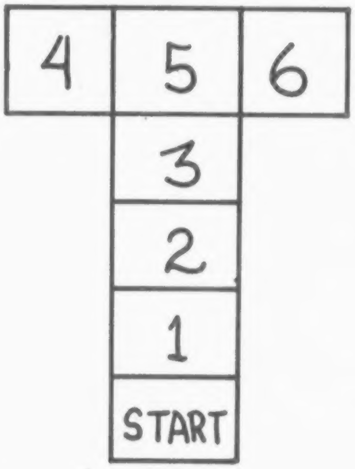
I
S
6-7

NUMERAL HOP

OBJECTIVE: To develop numeral concepts and number concepts

MATERIALS: Masking tape; die

PROCEDURE: On the floor, form with masking tape a pattern as shown below. In turn, each child rolls the die, counts the dots, then hops on one foot from the starting square to the corresponding numeral square and back to the starting square. If this is done without touching down or hopping on a line, the child gets the number of points received on the roll of the die. According to the amount of time available, determine in advance how many turns constitute a game. The more advanced child may then add together his points.



SERIATION

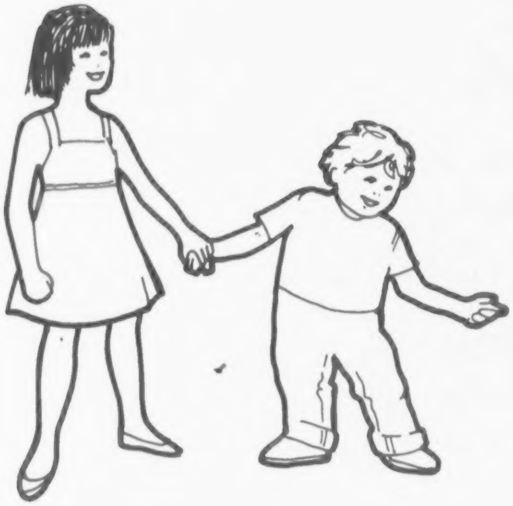
L

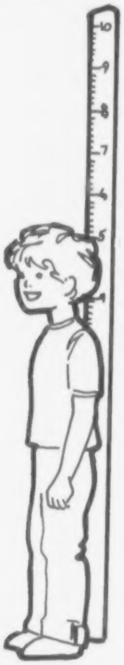
STAIRSTEPS

4-7 **OBJECTIVE:** Seriate three children in a row according to height

MATERIALS: None

PROCEDURE: Ask for three children to come up and compare how tall they are. Have the remaining members of the class choose the tallest person first, then shorter and shortest. Show the class how two children can be compared by standing back to back or even better have the class find a way to compare two children.





L

HEIGHTS

4-7 **OBJECTIVE:** Compare heights of people, naming tallest and shortest

MATERIALS: Roll of calculator paper, approximately two inches wide; marking pen to write names and dates of heights taken

PROCEDURE: Tape strips of calculator tape on a wall or door. Make each strip the same length, a few inches taller than the tallest child in the class. Have each child stand against a strip. Mark the child's height with a line across the top. Write the child's name, date measured, and height (optional). Ask the children to find the tallest child and shortest.

L SHOES IN A ROW

4-7 **OBJECTIVE:** Arrange objects in sequence from longest to shortest

MATERIALS: All the children should take their shoes off (or they might bring one old pair of shoes from home belonging to parents, brothers, or sisters).

PROCEDURE: Lay out three or four pairs of shoes of different sizes. Have the class determine the correct order for arranging the shoes from longest to shortest or vice versa.

I TALL, TALLER, TALLEST BOOKLET

4-7 **OBJECTIVE:** To develop an understanding of size relationship

MATERIALS: Scissor, white paper (3 pages stapled together per child), paste, old magazines

PROCEDURE: Have each child cut out 3 pictures of tall people about the same height, two pictures of people appearing slightly taller, and one picture of a person quite a bit taller. Have the children paste one picture of the smallest type on page one and label it **Tall**; on page two, have them paste **Tall** and **Taller** pictures; on page three, have them paste **Tall, Taller,** and **Tallest**.

I LOLLIPOPS

4-7 **OBJECTIVE:** Seriate by stacking three circles from largest to smallest

MATERIALS: Circles cut into three sizes; popsicle sticks; paste or stapler

PROCEDURE: Have the children choose a circle of each size. Show the children a finished "lollipop" and ask them to tell you which shape is the largest, middle and smallest. Have them stack and then paste their circles on top of each other. Paste or staple the "lollipops" onto the sticks.

NOTE: Use circles of all the same color so that size is the only variation, or like shades with unlike sizes/shapes for seriation by size or shape, or a variety of colors in each size with the color variables unrelated to the size.

L
6-7

PLACE VALUE GAME

OBJECTIVE: Place value of 10

MATERIALS: 6 decks of cards (remove the picture cards--ace, joker, king, queen, and jack--ahead of time), and 600 chips

PROCEDURE: Divide the children into 6 groups and give each group a modified deck of cards and 100 chips. Have the children shuffle the cards and place them face down in the center of the table along with the chip. Each child in turn draws a card, looks at the number and selects the corresponding number of chips from the pile, then stacks them in groups of 10. Children continue playing until all the chips are gone, then each adds his according to stacks. For example, if one child has three stacks of 10 chips and one stack of five, the total is 35. The child with most chips is the winner.

S
L
6-7

POPCORN PLACE VALUE

OBJECTIVE: Place value, addition

MATERIALS: Small paper bags, each marked 10; popped corn; die; a reward system

PROCEDURE: Tell the children they are going to make bags of popcorn to trade. Taking turns, each child rolls the die and takes that number of popcorn pieces. When a child has ten pieces, that are put in a bag marked "ten." Each bag of ten may be exchanged for an appropriate reward such as free play, teacher helper, etc.

L
6-7

FOR REVIEW OF COMMON MEASUREMENTS

OBJECTIVE: Measurement

MATERIALS: None

PROCEDURE: Repeat rhyme with children:

Arithmetic in school today
Will be a jolly time.
Every question teacher asks
Please answer her in rhyme.

The teacher said, "Now listen, class
The question isn't hard.
There are twelve inches in a foot
And three feet in a ..... (yard).

The minute hand around the clock
Gives sixty minutes and no more.
The hour hand throughout the day,
Will give us hours ..... (24).

There are two cupfuls in a pint
Now can you tell me, (Allen),
If two pints equal just one quart
Do four quarts make a ..... (gallon)?

Abbreviations can be fun
And in your books are found
M-i-n for minute stands,
And l-b is a ..... (pound).

There are ten pennies in a dime
And in a quarter more.
In a half there are two quarters
And in a dollar ..... (four).

The teacher smiled and told the class,
"That finishes the list;
You've answered every question right
And so this class is dis..... (missed)."

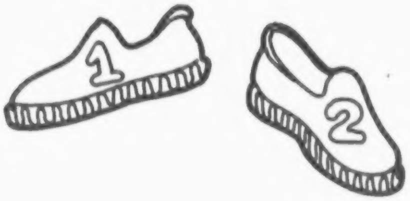
ADDITION AND SUBTRACTION

I
S
4-7

ADDING SHOES

OBJECTIVE: Addition facts with sums to 10

MATERIALS: Shoe holder with pockets numbered from 1 to 10; shoe cutouts marked with numerals from 1 to 5



PROCEDURE: Mix all the left shoes into one pile and all the right shoes into another. Each child selects a left and a right shoe, adds the two numbers and puts the pair into the pocket labeled with the correct sum.

S
6-7

TWENTY-ONE

OBJECTIVE: Addition

MATERIALS: 2 dice, paper and pencil

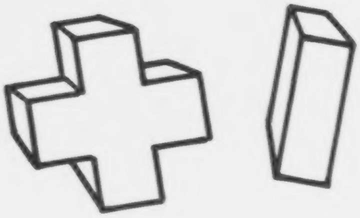
PROCEDURE: Each player uses one die and rolls it once to begin the game. Then, in turn, each player turns the die only once, in any direction and adds the points on the side facing up to the first roll of the die. Players continue turning their cube and adding the new points to their total. A numeral may be used more than once in a game. The first player to reach 21, or nearest 21 without going over, is the winner.

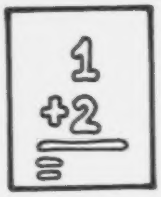
S THE FOX AND THE CHICKENS

L **OBJECTIVE:** Addition and subtraction drill

6-7 **MATERIALS:** A flash card set with addition or subtraction fact.

PROCEDURE: The object of the game is to catch a chicken. Choose one player to be the Fox, and give that player the flash cards. The other players are the chickens. Have the chickens form a circle around the Fox. The Fox shows the problem card to one of the Chickens and quickly counts to 10. If the Chicken does not answer before the count of 10, or gives an incorrect answer, the Fox states the answer. The Fox is credited with catching a Chicken provided the Chicken misses and the Fox's answer is correct. The Chicken is now a Fox and the Fox becomes a Chicken and joins the circle. The game continues until all players have had a chance to be the Fox.





I DICE

6-7 **OBJECTIVE:** Greater than or less than statement or addition or subtraction

MATERIALS: Pencil and paper, pair of dice

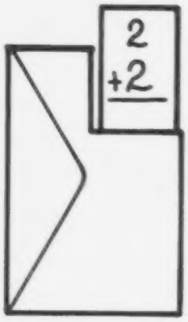
PROCEDURE: Child rolls the pair of dice and writes a greater or less than statement, or addition or subtraction fact.

I MINI COMPUTER

6-7 **OBJECTIVE:** Addition and subtraction drill

MATERIALS: Envelopes 6" x 12", one for each child

PROCEDURE: Cut a corner out of the top of the envelope. Make cards with math facts, sets or number words. Place a card in the envelope and the child slides it up. It is self-checking.



I

MATH CHANT

S L **OBJECTIVE:** For addition and subtraction facts

6-7 **MATERIALS:** None

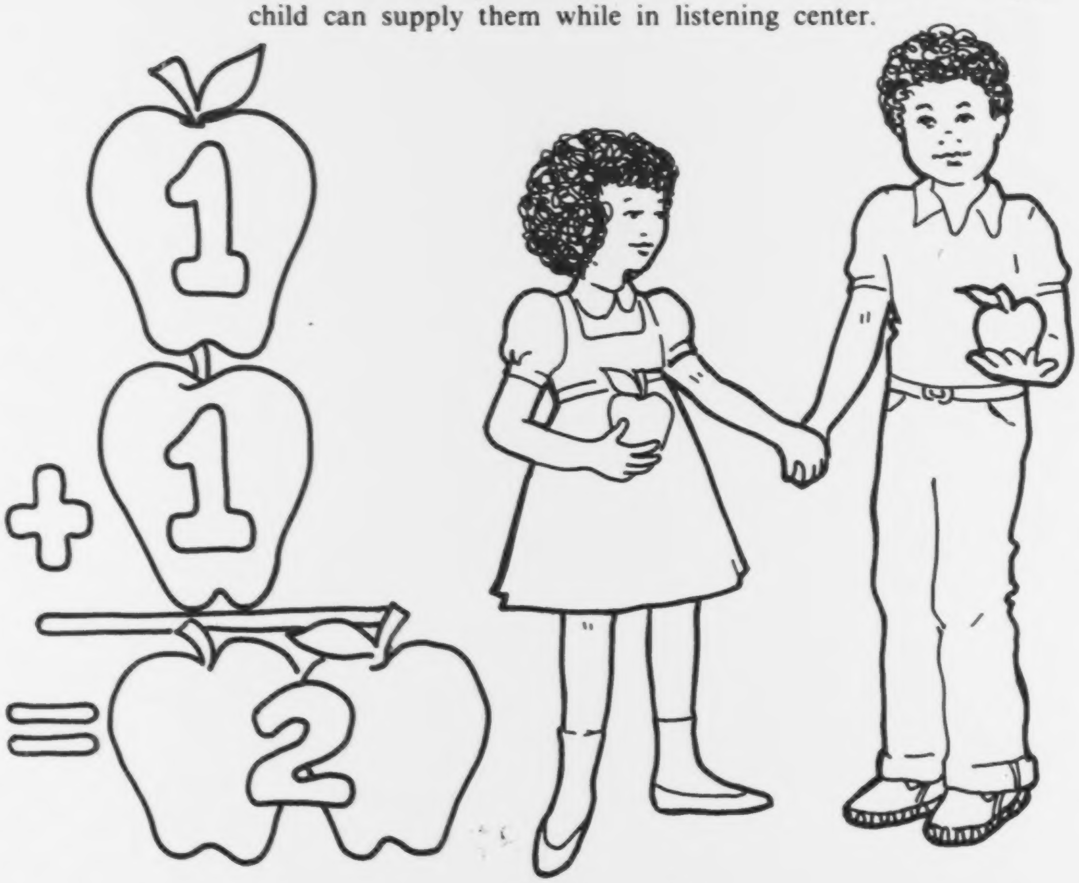
PROCEDURE: Teach the children this chant:

For Addition and Subtraction Facts

One plus one equals two,
One for me and one for you.
Two plus two equals four;
If you like this, let's do some more.
Four plus four equals eight,
It's not hard to get that straight.
Now let's do it all again.

One minus one equals nought,
Never is found but often sought.
Two minus one equals one,
Isn't this the greatest fun?
Three minus one equals two,
There's another we can do.
Four minus one equals three,
See how easy it can be.

VARIATION: Tape chart on cassette with key words missing so child can supply them while in listening center.



S

MAKE A SUM

7 **OBJECTIVE:** Whole number basic addition facts

MATERIALS: 59 cards (40 number cards - 4 sets with the numbers 0 through 9; 19 sum cards numbered consecutively 0 through 18)

PROCEDURE:

1. Shuffle the set of **number** cards and **sum** cards separately.
2. Deal four **number** cards to each player.
3. Place the deck of **sum** cards face up in the middle of the playing area.
4. The player to the left of the dealer begins play by trying to use two of the **number** cards to make a sum equal ot the top **sum** card. If player is able to do so, the two cards are placed face down in front of the player and two new cards are drawn from the deck of **number** cards and the top **sum** card is turned face down. Play continues to the next player. If the player is not able to find two cards in her hand which have a sum equal to the upturned **sum** card, that player must pass and the next player to the left gets a turn. If all players have to pass, the first player to do so turns down the top **sum** card and attempts to play using the next **sum** card.
5. Play continues in the manner described above until one player has turned down twelve number cards. The first player to do so is the winner.
6. If all the **sum** deck is used before a winner is determinned, it should be turned over and play continued.

I

ADDITION DAISY

6-7 **OBJECTIVE:** To provide practice with addition facts

MATERIALS: Tagboard, 9" x 12" (three); scissors; marking pencils

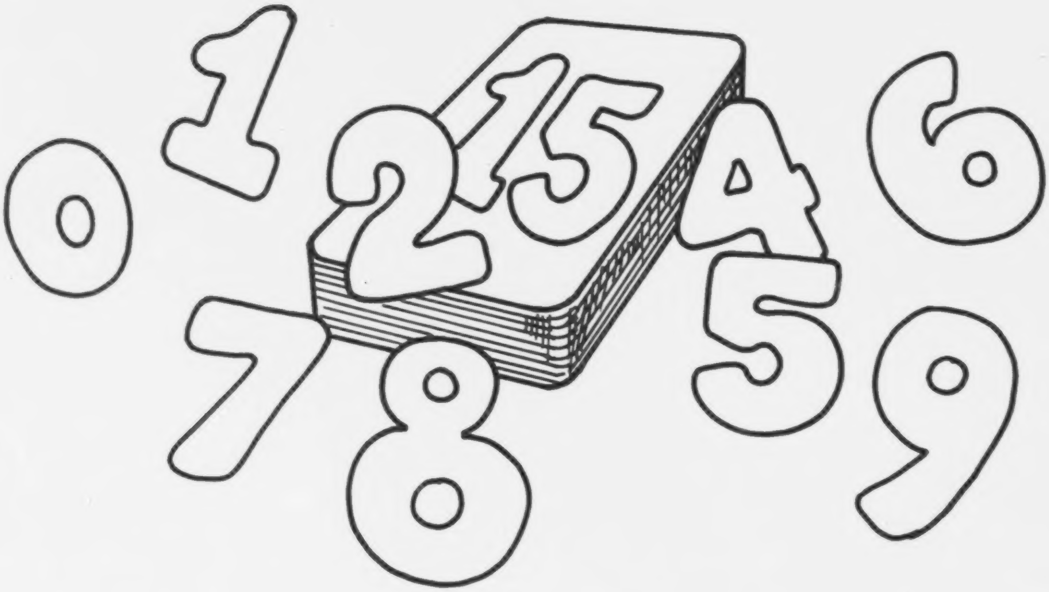
PROCEDURE: Make three large daisies from the tagboard with the stem and center as one piece and each petal numeral. On the petals write addition facts that equal the numeral in the center. Make 3 daisies, each with different combinations and facts. Mix the 3 sets of petals and 3 stems together. Children arrange the petals so they are matched with the proper stem and center.

S **NUMBER BASEBALL**

L **OBJECTIVE:** Addition facts

6-7 **MATERIALS:** Flash cards with addition facts

PROCEDURE: Divide into two teams. Decide on bases (first, second, third and home bases) in the classroom. The pitcher shows the flashcard to the first batter. If the batter answers incorrectly, then a player in the field can attempt to answer the problem. If the field player answers correctly then the batter is out. Should the batter get the answer right, then the player advances one base. When the offense gets 3 outs, the other team bats. The team with the most runs wins.



SHAPES

L DID YOU EVER SEE A CIRCLE?

4-7 (Tune: *Did You Ever See a Lassie?*)

OBJECTIVE: Shapes

MATERIALS: 1 envelope containing 4 basic shapes (square, rectangle, circle, and triangle) for each child (other shapes may be added as they are introduced)

PROCEDURE: The children remove the shapes from the envelopes and place them on the floor. Dramatize the song by holding up the appropriate shape as it is mentioned in each verse. Choose two appropriate hand movements. Up and down, side to side, circle clockwise and circle counter-clockwise, forward and back clapping hands, and moving the entire body forward to back. Continue singing with the motions. In succeeding verses, substitute square, rectangle or triangle for circle.

Song

Did you ever see a circle, a circle, a circle,
Did you ever see a circle
Go this way and that?

Go this way and that way
Go this way and that way
Did you ever see a circle
Go this way and that?

I TOBOGGAN FUN

6-7 **OBJECTIVE:** Addition with regrouping

MATERIALS: Draw a snow-covered hill on the chalkboard or bulletin board. Write the numbers 0-9 in random order down the hill. Write a number from 0 through 9 on ten construction paper sleds.

PROCEDURE: Call a child to the hill and give him a sled. As the child *rides* the sled down the snow-covered hill, ask him to add the number on the sled to each number on the hill. The object is to reach the bottom of the hill without *falling*.

S TOSS AND ADD

L **OBJECTIVE:** Addition with regrouping

6-7 **MATERIALS:** 2 beanbags, large plastic sheet

PROCEDURE: Divide a large plastic sheet into equal parts. Give each section a large black number. Each child tosses two beanbags, then adds their total. Child who adds correctly most often wins.

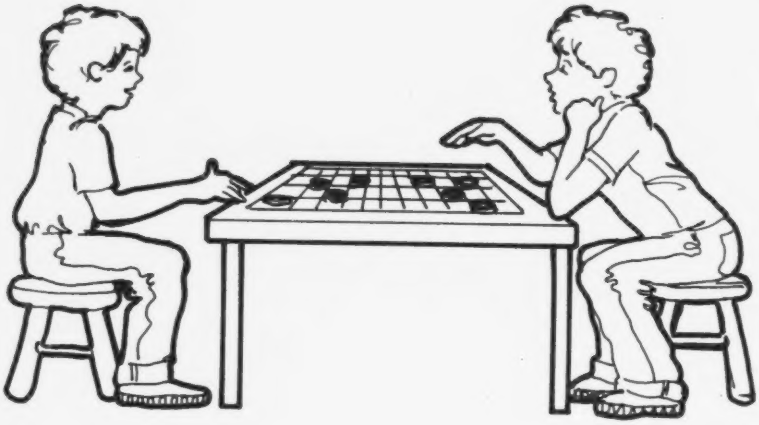
S
6-7

CHECKERS

OBJECTIVE: Addition with regrouping

MATERIALS: Checkers board, paper and pencil, checkers, paint. Paint 1 to 12 on checkers.

PROCEDURE: Children play checkers as usual. A player earns points by jumping the opponent's checkers. For exampple, if a #7 checker jumps a #4, the player receives 11 points. The winner of the game is the player with the most points when only one player's checkers remain on the board.



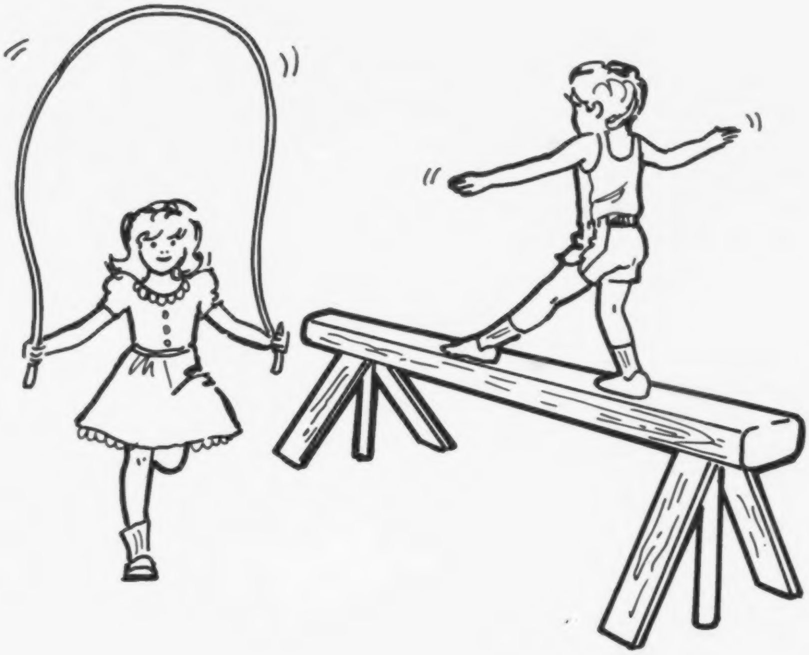
MOTOR DEVELOPMENT

When we are talking about motor development and link it to physical education, most teachers immediately relate these activities to recess. **Recess,**however is a time which should be set aside for children to have free movement and free choice of play to allow their *cooped up* energies to explode in the outdoor world.

Motor development, however, should be guided activities in which specific areas of the child's body are exercised to promote continued growth. The appropriate development of the child's gross and fine motor skills is one of the most important aspects of physical growth.

Many children who enter school have not had the necessary experiences to develop the motor skills which are essential to various activities that facilitate learning.

It is therefore the teacher's responsibility to direct and plan activities that will provide opportunities that stimulate the motor development skills of each child to its fullest potential. The development of these skills will assist in the child's educational process in all areas of the curriculum.



SAFETY FIRST

Whenever a group of children are involved in physical activities, the utmost caution should be taken to insure their safety.

Whether it be learning how to complete a forward roll or cut efficiently with scissors, supervision should be maintained at all times.

Safety is largely a matter of common sense and good judgment. However, special consideration should be given to:

Concentration: Keep your mind on what you are doing; do not allow *horseplay*.

Equipment: Check equipment for security, safety and learn to use it properly.

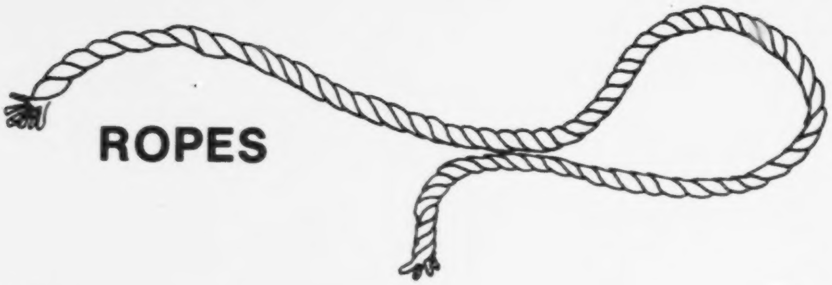
Progressive Learning: Learn basics first, always progress from the simple and easy to the more complex and difficult.

Fatigue: Don't try to do too much at one time, it is better to have several practice sessions instead of one lengthy one.

Warm-Up: Always warm up muscle and body parts gradually before attempting a new activity.

CONCENTRATE
CHECK EQUIPMENT
FATIGUE
SAFETY
BASICS
WARM-UP

ROPES



OBJECTIVES:

The children will be able to:

develop in a head-foot progression, teaching from head movement first, then legs.

develop better hand-eye coordination.

develop visual-motor perception, visual memory and visual sequence.

develop coordination and attention span.

develop body rhythm.

strengthen arms and legs.

Individual Rope Jumping

TIPS FOR JUMPERS

Jump at a slow pace while learning fundamentals.

Allow hands to do most of the work while turning the rope.

Keep the upper arms close to the body.

Bend slightly at the ankles, knees and hips.

Relax the body while jumping.

Try to land on balls of the feet.

Cross the arms at elbows, while attempting rope crossing jumping activities.

Jump just enough for rope to pass under feet.

Keep hands close to hips (8 to 10 inches).

Spotters are helpful in determining if children are jumping too soon or too late.

MATERIALS:

Ropes of various lengths to accommodate the different heights of the children. The ropes should be neither too short nor too long in order to allow for comfortable movement of the arms.

ACTIVITIES:

Begin by holding both rope ends in one hand, turn the rope in horizontal circle; try jumping as rope cuts ankle area.

Hold ends of rope in each hand. Turn rope over head forward; jump as rope falls in front of body.

While turning the rope forward, jump on toes of both feet (right body.foot, left foot) alternate feet while running; while skipping.

Jump on both feet while crossing arms at the elbows on alternate turns.

Jump rope and move sideways right or left while jumping.

Jump rope while staying in one place; moving forward; moving backward

Jump rope forward then change direction to backward jump by swinging rope to one side and turning your back, then grasping rope ends with both hands.

Jump rope on the balance beam.

Fold a rope in half and swing it in a circle beside you, then jump over it.

Rope Exploration

MATERIALS:

One rope for each child. By giving simple suggestions and asking questions, children may use their own creativity to experiment with the various uses of the rope.

ACTIVITIES:

How tall (short, crooked, straight, etc.) can you make your rope?

Can you make a circle (square, rectangle, triangle, etc.) with your rope? How many? How many other shapes can you make?

Can you tie a knot in your rope? Untie it?

Drop your rope on the floor. Can you make your body look the same shape as your rope?

What letters can you make with your rope? (Look at your letter, trace the rope with your hand, walk the rope, make your body the letter shape.)

Long Rope

MATERIALS:

A one-half inch cotton rope tied at the end to make a circle. Allow approximately two feet of rope space per child. (Example: 10 students = 20-foot rope.)

ACTIVITIES:

Children sit in circle holding rope in laps. On the given signal, everyone leans back and slides on the floor pulling themselves under the rope.

Children grasp rope palms downward. Children pretend to be in a row boat (demonstrate how to *row*).

The rope may be used while doing sit-ups. Children sit down and place rope over their feet; everyone scoots backward until the rope is tight. Now do regular sit-ups to a familiar children's record. (The only thing holding up the rope is the children's feet.)

Children stand in a circle and raise the rope as high as they can over their heads. Without bending the knees, try to touch the rope to your toes (may also be done with music).

Children grasp the rope palms downward. Reaching left hand over right hand, pass the rope to the person next to you (go slow to avoid rope burns).

Children may hold on to the rope with left hand while walking, marching, skipping and hopping in a circle. Begin walking to the right, have children hold up their outside hand and identify it as their right hand. Proceed with opposite hands holding on and identify the left hand.

PARACHUTE

A parachute may be purchased from Raven Industries, Inc., Box 1007, Sioux Falls, South Dakota 57101 and from most Army Surplus stores.

Before children are allowed to experience the joy of *parachute play*, the following information may be helpful:

The canopy should be held by grasping the rope at the bottom of the hem.

Avoid sharp or jagged objects or fingernails to keep the canopy from snagging.

Use caution to avoid hitting sharp objects or hot lights while canopy is in use.

The canopy may be used effectively outside on calm days, but gymnasiums with smooth floors will lengthen the canopy's wearability rate.

The canopy can be laundered in a mild detergent and hung carefully to dry.

SAFETY PRECAUTIONS:

Space the children adequately around the parachute.

Emphasize the necessity of staying on their feet in all parachute activities.

When crawling on the parachute while it is in the air, keep mouth closed and head up.

Teacher may use a whistle to start and stop the various activities.

Soft rubber balls are best to use in parachute/ball activities.

Warm-up exercises (arms, shoulders, back and legs) should precede activities.

MATERIALS:

Parachute, large play area

ACTIVITIES:

Pull parachute as tight as possible (have class stand around chute and pull as hard as they can). Use two hands.

Pull parachute as tight as possible by holding parachute from the back (two hands) pulling outward.

Make waves with parachute (have class face parachute).

Make waves with parachute; throw ball on chute; make ball bounce.

Make waves with parachute; use two small balls on chute.

Make waves with parachute; use one large ball 18″ in diameter.

Have class stand around parachute; hold with two hands; run from right to left like a merry-go-round (circle).

Have class stand around parachute; hold with one hand; with other hand out to the side for balance, run from right to left (circle).

Have class stand around parachute; hold chute with two hands; run in a circle with a ball on top of chute.

Have class stand around parachute; hold chute with one hand; have class run in a circle with a ball on top of chute.

Have class run 30 yards downfield with chute (front of chute); children should be facing the direction they are running holding on to the chute from the back.

Tunnel - hold chute over head with two hands; call two names; have the children run under chute and change places. (Teacher should hold up the middle of the chute.) Caution the children not to let the chute down.

Have class bring chute over heads and bring down quickly to the ground; then have class crawl in towards the center to flatten the chute. Safety cautions:

1. Do not crawl under the chute (stay on top of the chute).
2. Keep mouth closed; be careful not to fall on someone or bump heads.
3. Teacher should blow whistle at the first sign of collision, etc.

Lay chute down on ground; do a two-foot hop towards the center of the chute.

Lay chute down on ground; do a one-foot hop towards the center of the chute.

PERFORMANCE OBJECTIVES:

Fast release of energy in a short period of time.

Requires teamwork through everyone's participation in the progression.

Excellent motivation - reward reinforcement (operant conditioning); task-oriented rewards.

Creates high level of interest.

Does group balances together by hanging on with hands to the top of the parachute and standing on one leg, etc.

Provides opportunity to play low-organized games under parachute-like tag, two deep; and dodge ball and number exchange.

Develops a better body concept by seeing how much air one can get under the parachute before bringing down on toes.

Provides opportunities for developing directionality by running the parachute forward and then laterally.

Provides exercise for the arm and shoulders.

Improves coordination between arms and legs.

Provides better peer relationship for the autistic child.

Helps give a hyperactive child a release of energy, while keeping his basic body movement within set limits.

Teaches fuller use of the body and better understanding of it.

Improves spacial relationships by playing games between two persons.

Increases attention and concentration span.

Provides opportunity for self-discovery and self-activity.

Provides better awareness of lower and upper extremities.

Provides physical control of emotional patterns.

Releases tension through physical exercises.

Provides fun, enjoyment and pleasure.

Teaches children how to *put on the brakes* when the whistle is blown for a change in the progresion.

SOURCE: Developed, duplicated, and distributed by Tom Edson, Riverside County Superintendent of Schools, January 27, 1969.

TIRE AND TUBE

OBJECTIVES:

The children will be able to:

develop better coordination and balance by participating in various activities.

reinforce the concepts of spatial relationships (over, under, around).

TIRE ACTIVITIES:

Walk around rim of tire.

Walk or run around a group of tires, weaving different patterns.

Run or walk backward around a group of tires weaving different patterns.

Jump into a tire.

Step in and out of each tire in a group.

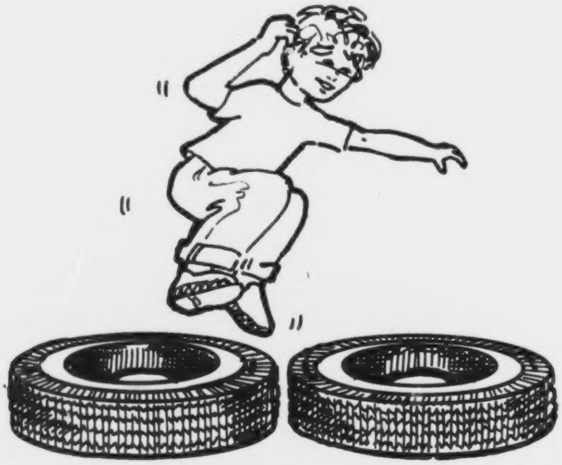
Stand in a tire and jump out.

Walk around tire with hands on tire and feet on ground or floor.

Walk or run through a group of tires stepping from one center to another with only one foot in a tire at a time.

Jump from tire to tire landing in the center.

Run around the tire.



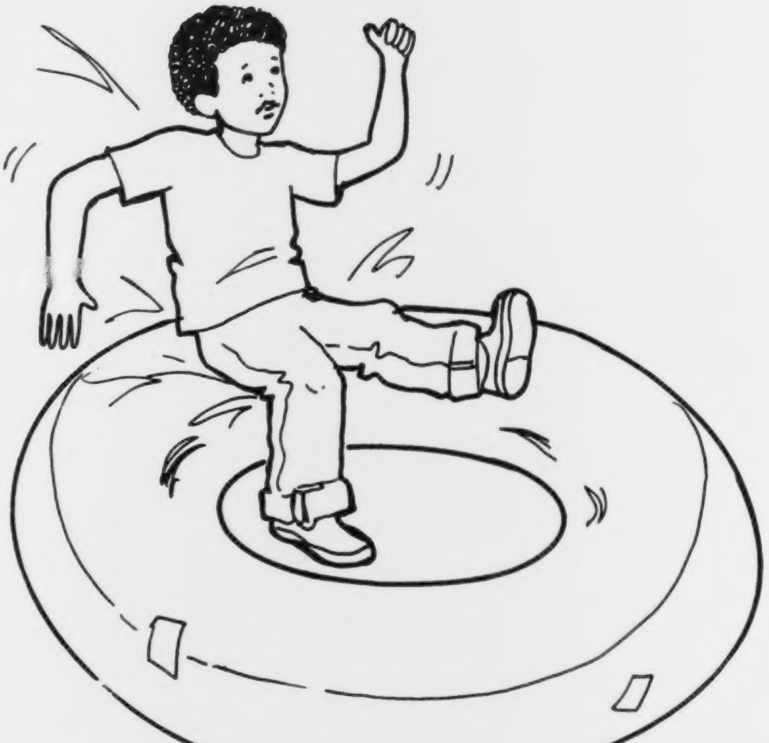
INNER TUBE ACTIVITIES:

Keep in time to the music by bouncing in sitting position. (If several people are on the tube, the ones out of rhythm discover it quickly when they suddenly get the repercussions from the other children's bounces.)

Jump up and down on the tube. (At first, hold the child's hands or waist to give her a feeling of balance and confidence. Some children will need this support longer than others.)

Stand in the middle of the tube. Jump out forward, backward, sideways to the left, to the right.

Allow time for individuality.



BARREL

OBJECTIVES:

The children will be able to:

develop visual discrimination skills by moving to and through a given target.

discover the space needed for their body.

recognize spatial relationships by concrete experiences (over, under, around, through, etc.).

MATERIALS:

Stationary and movable barrels.

ACTIVITIES:

Crawl through barrel forward then backward on tummy.

Go forward through barrel on back, then through feet first.

Roll back and forth while lying across barrel.

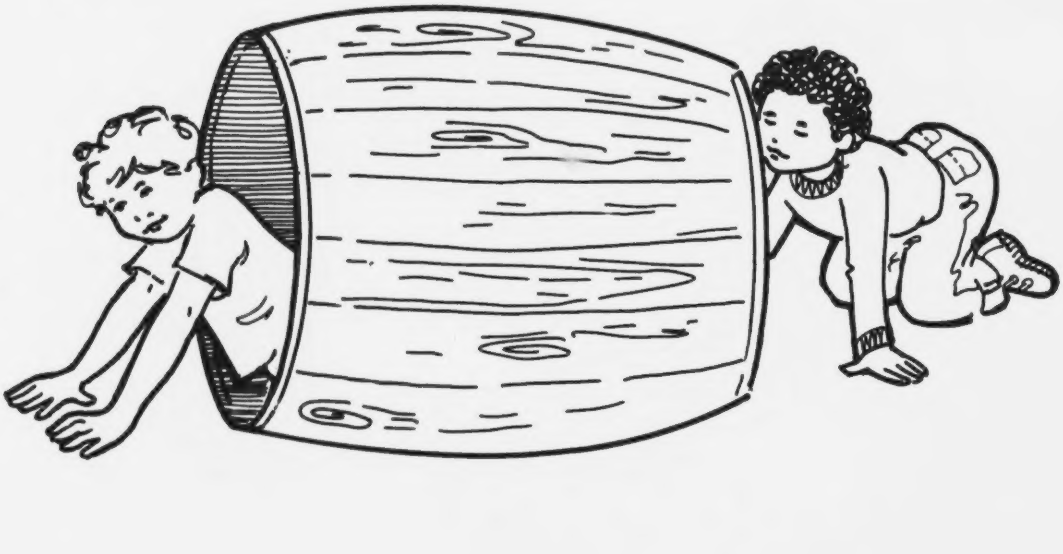
Sit on barrel with one leg on each side and rock from side to side. Try also bending legs.

Kneel on barrel, try rocking gently.

Lie down or sit in barrel and roll over and over.

Hand walk over barrel.

Encourage creativity by children.



BALANCE BEAM, JUMPING BOARD ROCKING BOARD

OBJECTIVES:

The children will be able to:

develop up-down, left-right, fore-aft balance.

improve posture.

develop better position grouping of the muscles.

increase attention and concentration span.

develop peripheral or side vision.

maintain balance.

Balance Beam

MATERIALS:

Balance beam or bench; adequate space.

ACTIVITIES:

Walk forward, backward, sideways with arms held out; arms by side; while balancing object on head; while eyes are closed.

Walk forward; step over a bar held above the beam; pass under the bar.

Hop on one foot, then the other; skip the length of the beam.

Move along the beam imitating animals to music.

Allow for child creativity.

Rocking Board

MATERIALS:

Rocking board; adequate space

ACTIVITIES:

Balance on the board; rock the board seesaw fashion slowly while standing.

Sit on board and balance; rock.

Balance on board while standing (sitting) and holding a weight.

Stand on board; throw and catch a beanbag with someone; throw bag into a container (container should be moved to various distances and areas of difficulty).

Place a target behind child. Have the child locate target, look away, then try to hit target while maintaining balance.

Praise creative efforts.

Jumping Board

MATERIALS:

Jumping board; adequate space.

ACTIVITIES:

Jump on board free style, trying to stay on the board and in one place.

Jump on board free style and catch a bean bag and throw it back to someone.

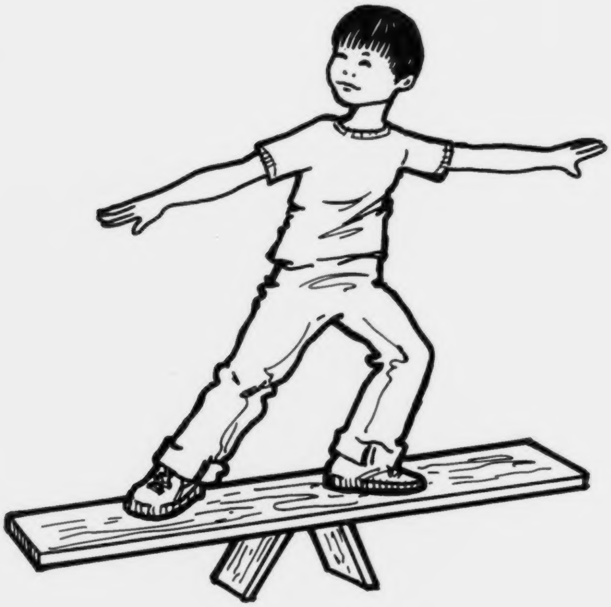
Jump free style while holding a weight in one hand (in each hand).

Jump on board and throw bean bags into a container (move container to different distances and areas).

Do jumping jacks while on the board.

Perform rhythmic combinations by clapping hands and jumping to patterns (clap-jump-clap, clap-jump, etc.).

Encourage child-selected activities.



RELAYS

OBJECTIVES:

The children will be able to:

recognize the importance of cooperation by being a part of a team.

develop a healthy attitude towards competitiveness which will enable them to survive in the real world.

PROCEDURE:

Relays are exhibited by first dividing the group into 2 or more equal teams. Each team is then divided into 2 groups. Each group is placed on opposite ends of playing area facing each other. One child of each team begins designated task by performing that activity down the playing field until he touches the teammate on the opposite end of the area. The touched child performs the task to the opposite end; this is repeated until each member has completed the task. The main emphasis should be placed on participation, accomplishment of task and fun while only slight recognition of the winning team should be recognized.

Relays

MATERIALS:

children; large play area

ACTIVITIES:

Teams compete feats as follows:

running, walking, jumping, skipping (forward, backward, sideways), crawling, hopping on one foot, jumping rope, carrying potato in spoon, balancing object on head.

Allow children to create their own relays.

Animal Relays

MATERIALS:

Children; large play area

ACTIVITIES:

All-Four Walk - Bend over and place hands on floor. Walk forward on hands and feet.

Bear Walk - Bend forward and touch ground with both hands. Travel forward by moving the right arm and right leg simultaneously and then the left arm and left leg simultaneously.

Elephant Walk - Bend forward and touch ground with both hands, keeping knes and elbows stiff and hips elevated. Walk forward.

Lame Dog Walk - Walk on hands and one foot with other leg held high, imitating a dog with a sore foot.

Frog Jump - From squat position with hands on floor between legs, travel forward by leaping forward to hands, bringing legs up to squat position. Hands are placed well in front of body after each jump.

Crab Walk - From a squat position, reach backward and put hands flat on floor without sitting down. Walk in direction of feet, keeping head and body in a straight line.

Lobster Walk - Same position as Crab Walk. Walk in direction of hands, keeping head and body in a straight line.

Measuring Worm - Support body on hands and feet with legs extended backward. Keeping hands in place and knees stiff, walk on toes with short steps until feet are near hands. Then keeping feet in place, walk forward with hands with short steps until the original position is attained.

Chicken Walk - Assume squat position, feet together, knees apart. Grasp the ankles (left hand on left ankle, right hand on right ankle). Retaining this position, walk forward.

Duck Waddle - Assume knees-bent position, hands on hips. Retaining this position, walk forward.

BALLS

OBJECTIVES:

The children will be able to:

develop the eye-hand coordination necessary to catch an object.

develop creativity by discovering the many ways a ball can be used.

recognize body parts by using different activities with each part.

develop over-all coordination by combining two activities (bouncing a ball while running).

MATERIALS:

Balls of various sizes; adequate space (hard-surfaced floor)

ACTIVITIES:

Throw the ball; feet together (feet apart); take a step and throw.

Throw the ball through a hoop (into a bucket) with one hand (with both hands).

Throw the ball forward, backwards, overhand, underhand, between your legs.

Throw the ball up and catch it; throw to someone; let someone throw for you to catch.

Bounce the ball and catch it. Count the number of bounces you can do while standing in one place.

Bounce the ball while walking, running, hopping, skipping, etc.

Kick the ball with your toes or the top of your foot; drop-kick it with left foot, then right foot.

Be creative. Allow each child to find new ways to move (throw, catch, bounce, kick, etc.) the ball.

HOOP

OBJECTIVES:

The children will be able to:

develop problem-solving skills by trying to keep up with the hoop while it is moving.

develop language meanings of action words from various hoop activities (spin, rotate, toss, etc.).

MATERIALS:

hoop

ACTIVITIES:

Roll the hoop with one hand while running beside it, then through it as it rolls.

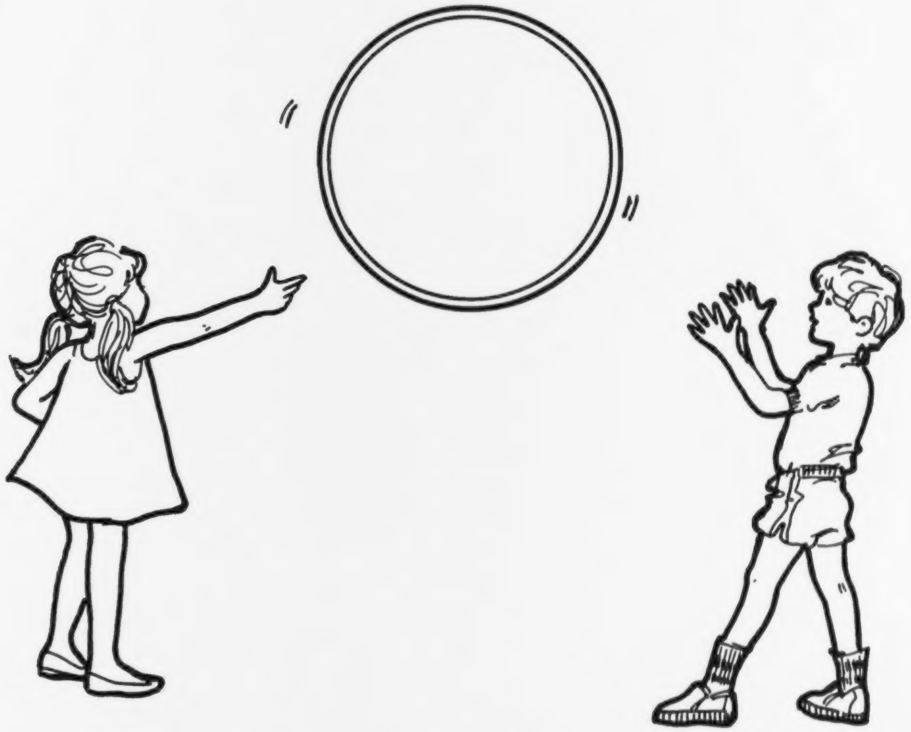
Spin the hoop. Run, skip, walk, or hop around it until it drops.

Place hoop on the floor, jump in and out (forward and back, sideways); hop, leap or jump over hoop.

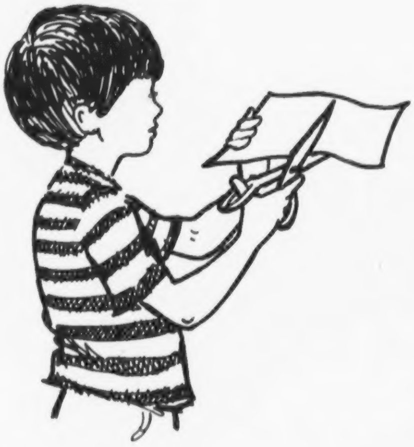
Rotate hoop on one arm, both arms, waist, neck, foot, knees, etc.

Toss hoop in the air, catch it; exchange hoops with partner while in air.

Let children use their own imagination for new activities.



USING SCISSORS



Before children are expected to use scissors efficiently, they should have developed hand-dominance, arm-hand coordination, and eye-hand coordination.

Activities that are not designated to a specific goal should be introduced first, such as cutting materials of different textures and weights for the sole purpose of cutting an object.

OBJECTIVES:

The children will be able to:

cut materials of different textures.

cut pre-drawn patterns to enhance beginning control of small muscles.

develop an interest in cutting out objects for a particular purpose.

MATERIALS:

Scissors should cut well and be appropriate for the child's dominant hand.

ACTIVITIES:

Cut soft materials (clay, play-doh, cotton, straws, oaktag, paper, etc.).

Cut paper snips (may be glued to make picture).

Cut along a straight line beginning with pre-drawn short lines made colorful and thick; then progressing to longer thin lines as the child becomes more proficient.

Cut straight lines with angles. Beginning angles that are larger than 90° are best. The child should hold the paper with the non-dominant hand with the blades at a 90° angle to the paper. When cutting angles, emphasize to stop cutting before the paper is turned to follow the angle line. Large simple geometric figures are especially good for beginners.

Cut circles and curved lines. The child should begin by cutting pre-drawn short curved lines; later moving on to large circles. Emphasize the paper must continuously be turned. (These cutouts may be used to make many objects or pictures by gluing them on another sheet.)

Cutting combinations. After mastering the skills of cutting lines and curves, the child may begin by cutting easy simple figures from magazines, coloring books, or teacher-drawn objects. It is sometimes helpful if the object is first outlined with a crayon and the child's finger before cutting.

MUSIC AND RHYTHM

MUSIC is important in the child's total development. MUSIC . . .

. . . provides opportunities for pleasurable experiences
. . . gives opportunities for self-expression
. . . creates an environment conducive to harmonious relationships
. . . helps create a sense of belonging to the group
. . . increases listening and language skills
. . . helps develop an appreciation for good music
. . . helps develop body coordination
. . . helps release emotions and tensions

RIGHT HAND, LEFT HAND

This is my right hand;
I'll raise it up high,
This is my left hand;
I'll touch the sky.
Right hand, left hand,
Roll them around.
Left hand, right hand,
Pound, pound, pound.

JUMPING SONG

(Tune: Farmer in the Dell)

We are using our feet to jump.
We are using our feet to jump.
Hi, Ho, away we go,
We are using our feet to jump.

READY TO LISTEN

Let your hands go clap, clap, clap;
(clap hands three times)
Let your fingers snap, snap, snap;
(snap fingers three times)
Let your lips go very round.
(make lips round)
But do not make a sound.
Fold your hands and close each eye;
(follow action indicated)
Take a breath . . . and softly sigh;
(follow action indicated)
Ah ---------

SPLISH, SPLASH

(Tune: Twinkle, Twinkle Little Star)

Splish, splash in the tub;
Get some soap and rub-a-dub-dub.
Wash your face carefully,
Remember your elbows and your knees.
Splish, splash in the tub;
Get some soap and rub-a-dub-dub.

RAG DOLL

Let's play rag doll, don't make a sound!
Fling your arms and bodies loosely around.
Fling your hands, fling your feet
Let your head go free ---
Be the raggedest rag doll
You ever did see.

RABBIT SONG

In a cabin in a wood,
(draw cabin with hands)
A little man by the window stood.
(shade eyes and look around)
Saw a rabbit running by,
(make rabbit hopping with hands)
Knocking at my door.
(knock on chest)
"Help me! Help me!" the rabbit said,
(throw hands in air)
"Or that farmer will shoot me dead."
(point fingers like gun)
"Little rabbit, come inside;
Safely you'll abide."
(have imaginary rabbit and stroke him in your arm)

[At end of each verse, leave out the words for one motion and do the motion in silence until whole song is pantomimed.]

OLD MACDONALD HAD A FARM

(Tune: Old MacDonald Had a Farm)

Old MacDonald had a farm, E-I-E-I-O
And on this farm he had some woods, E-I-E-I-O
With a chop-chop here and a chop-chop there;
Here a chop, there a chop, everywhere a chop-chop,
Old MacDonald had some woods, E-I-E-I-O.

Old MacDonald lit a match, E-I-E-I-O
And he was careless burning trash, E-I-E-I-O
With a spark-spark here and a spark-spark there,
Here a spark, there a spark, everywhere a spark-spark.
Old MacDonald burned his woods E-I-E-I-O (slowly)
Through carelessness he burned his woods, E-I-E-I-O.
Now, Old MacDonald has no woods, E-I-E-I-O.

DON'T SAY AIN'T

(chant)

Don't say ain't or your mamma will faint,
Your daddy will step in a bucket of paint,
Your brother will sigh, your sister will cry,
Your dog and your cat will say good-bye.

FLOPSY FLORA

I'm just like Flopsy Flora
A doll that's made of rags
Arms to flop
(let arms drop)
Feet go plop
(let feet and legs drop)
Head just wigs and wags
(turn head from side to side)

AIRPLANES

(Tune: Frere Jacques)

Airplanes running, airplanes humming,
ZZZZZZZZZZZZZZZZ, ZZZZZZZZZZZZ
See them flying higher,
Watch them flying lower,
ZZZZZZZZZZZZZZZZ, ZZZZZZZZZZZZ

BUTTERFLY

(Tune: Frere Jacques)

Flying, flying, like a butterfly
Across the sky. Across the sky.
See the flying butterfly,
See the flying butterfly,
Up so high! Up so high!

WALK ONE DAY

(action chant)

Some boys and girls went for a walk one day
And they walked and they walked
And they turned the other way.
(Act this out standing up. Children begin facing one direction, but on the last line of the chant they turn around and walk in place facing the opposite direction - run, hop, jump, stomp, etc.)

WALK AND WALK

Well, you walk and you walk and you walk
and you STOP
(repeat four times with action)
You hop —
jump —
slide —
wave —
beat chest, etc.

THIS OLD MAN

(Tune: This Old Man)

This old man, he can shake,
Shake, shake, shake while baking a cake.
Nick nack pad-dy-wack, give your dog a bone,
Shak-ing, shak-ing all the way home.
This old man, he can kick,
Kick, kick, kick, kick just for a trick,
Nick nack pad-dy-wack, give your dog a bone,
Kick-ing, kick-ing all the way home.
This old man, he can twist,
Twist, twist, twist while shak-ing his fist,
Nick nack pad-dy-wack, give your dog a bone,
Twist-ing, twist-ing all the way home.
This old man, he can sway,
Sway, sway, sway while try-ing to play,
Nick nack pad-dy-wack, give your dog a bone,
Sawy-ing, sway-ing all the way home.
This old man, he can point,
Point, point, point all o-ver the joint,
Nick nack pad-dy-wack, give your dog a bone,
Point-ing, point-ing all the way home.

BATH TIME

After a bath, I try, try, try
To wipe myself dry, dry, dry.
(rub upper arms with hands)
Hands to wipe and fingers and toes.
(hold hands out, palms up, then point to toes)
Two wet legs and a shiny nose.
(hands on thighs, then point to nose)
Just think how much less time I'd take
If I were a dog and could shake, shake, shake.
(shake body)

SPACEMAN OUT IN SPACE

(Tune: Farmer in the Dell)

The Spaceman's out in space, the spaceman's out in space
Hi, ho, the dairy oh, the spaceman's out in space.
The spaceman takes a suit —
The suit takes a rocket —
The rocket takes a launch —
The launch takes a satellite —
The satellite takes the sun —
The sun stands alone —

LET'S BUILD A SNOWMAN

First the body, and then the head
A stove-pipe hat and a scarf of red.
Pebbles for eyes, and a carrot nose,
And a mouth made of raisins in two smiling rows.
(pretend to build snowman)

BALLOON SONG

My (color) balloon goes flying, flying, flying.
My (color) balloon goes flying over my head
and POP!

TRIP TO THE MOON

(Tune: She'll Be Coming Around the Mountain)

He'll be coming 'round the planet when he comes,
(zoom, zoom)
He'll be coming 'round the planet when he comes,
(zoom, zoom)
He'll be coming 'round the planet, he'll be coming 'round the planet,
He'll be coming 'round the planet when he comes.
(zoom, zoom)
He'll be wearing his new space suit when he comes,
(zip, zip) —
He'll be riding his Apollo when he comes,
(whistle) —
He'll be landing in the ocean,
(splash, splash) —
He'll be driving on the moon in his moon buggy, etc.

SHIVER AND QUIVER

When it's cold, you shiver and you quiver.
B-r-r-r, b-r-r-r, b-r-r-r
(clasp arms and shiver)
When it's cold you shiver and you quiver.
B-r-r-r, b-r-r-r, b-r-r-r
Your hands feel just like ice
(rub hands vigorously)
So you rub them once or twice
When it's cold you shiver and you quiver.
B-r-r-r, b-r-r-r, b-r-r-r!

I'M A LITTLE PUPPET CLOWN

I'm a funny little puppet clown
When my strings move up and down.
(bend at knees and go up and down)
First I'll stand up,
Then I'll fall down.
(fall to floor)
I'm a funny little puppet clown.
I'm a funny little puppet gay.
Move my strings and watch me play.
(bend at knees and go up and down)
Now I'm stiff,
(stand tall, arms at side)
Now I'm tall.
(stretch on tip toes)
Let my strings go,
And I will fall.
(fall to floor)

FLY AWAY

(Tune: Row, Row, Row Your Boat)

Fly, fly, fly away,
Happy as can be.
Oh, fly, fly, fly away,
Then fly back to me.

SAFETY SONG
(Tune: Jingle Bells)

Look both ways
Look both ways
Look both left and right
When you start to cross the street,
To see what is in sight.

Look both ways
Look both ways
Look both left and right.
When you come to school each day,
Always walk the safest way.
Cross at corners, watch the light,
Do the things you know are right.

Look for the cars.
Look for the trucks.
When you cross the street.
(repeat above three lines)

When you come to school each day
Always walk the safest way.
Cross at corners, watch the light,
Do the things you know are right.

CIRCLES
Draw a little circle in the air, in the air,
Draw a little circle in the air.
Draw with all your might
Keep it up all night.

Draw a bigger circle in the air, in the air,
Draw a bigger circle in the air.
Going 'round in the breeze,
Keep it going, if you please!
Draw a bigger circle in the air.

Draw a great big circle in the air, in the air,
Draw a great big circle in the air.
Draw it higher, draw it lower
Draw it slower, slower, slower . . . .
And now there's no more circle in the air!

FOLLOW ME
Hands on shoulders, hands on knees,
(follow action as rhyme indicates)
Hands behind you, if you please;
Touch your shoulders, now your nose,
Now your hair and now your toes;
Hands up high in the air,
Down at your sides and touch your hair;
Hands up high as before,
Now clap your hands, one, two, three, four.

POP! POP! POP!
Pop! Pop! Pop!
(clap hands)
Pour the corn into the pot.
Pop! Pop! Pop!
(clap hands)
Take and shake it 'til it's hot.
Pop! Pop! Pop!
(clap hands)
Lift the lid - what have we got?
Pop! Pop! Pop!
(clap hands)
POPCORN!
(say loudly)

BODY PARTS
Noses smell; ears hear
Eyes see and fingers touch.
My tongue tastes and helps me talk
I need them all very much.

CHOO-CHOO TRAIN
This is a choo-choo train
(bend arms at elbows)
Puffing down the track.
(rotate forearms in rhythm)
Now it's going forward,
(push arms forward; continue rotating motion)
Now it's going back.
(pull arms back; continue rotating motion)
Now the bell is ringing,
(pull bell cord with closed fist)
Now the whistle blows.
(hold fist near mouth and blow)
What a lot of noise it makes
(cover ears with hands)
Everywhere it goes.
(stretch out arms)

THIS IS THE CIRCLE THAT IS MY HEAD
This is the circle that is my head
(make large circle with both hands)
This is my mouth with which words are said
(point to mouth)
These are my eyes with which I see
(point to eyes)
This is hair that grows on my head
This is my hat all pretty and red
(place hands on head, fingers pointing up and touching)
This is the feather so bright and gay
(extend index finger upward along side of head)
Now I'm all ready for school today.

GOOD GROOMING
(Tune: Mulberry Bush)

This is the way we wash our face
Wash our face, wash our face
This is the way we wash our face,
So early in the morning.

(use hand motions and add verses using:
Wash our hands
Brush our teeth
Comb our hair
Take a bath
Put on our clothes, etc.)

HI DADDLE DOODLE
(Game by Grace Nash)

Hi Daddle Doodle and a
Snip Snap Snoodle and a
Flip Flap Foodle and a
Doo-achy, Doo-achy, Doo-Doo-Doo
Shhhhhhh.

SPACE
Here we go up, up, up,
And here we go down, down, down.
Here we go backwards and forwards,
And here we go around, around, around.

TURTLE
(Tune: Twinkle, Twinkle Little Star - very slow)

Tur-tle, tur-tle, where are you?
Oh, you are so slow, slow, slow.
First, one hand and then the oth-er,
That's what makes you go, go, go.

Hide your wink-y, wink-y head,
Then you can-not see, see, see.
Tur-tle, tur-tle, peek-a-boo,
Peek-a-boo at me, me, me.

I AM SPECIAL
(Tune: London Bridge)

I am special, yes I am
Yes I am, yes I am
I am special, yes I am
I'm very special.,

No one else has hair like mine
Just like mine, just like mine
No one else has hair like mine
I'm very special.

No one else has a face like mine
Just like mine, just like mine
No one else has a face like mine
I'm very special.

No one else has eyes like mine
Just like mine, just like mine
No one else has eyes like mine
I'm very special.

nose —
mouth — etc.

THE CARPENTER
(make motions)

The carpenter's hammer goes tap, tap, tap
And his saw goes see, saw, see
He saws and measures
(stretches arms)
And hammers and paints
To build a house for me
(raise fingers to make roof gable)

I'M A FISH
(Tune: I'm a Little Teapot)

G C G
I'm a little fishy, I can swim.
C G D G
Here is my tail, here is my fin.
(use hand motions)
G C G
When I want to have fun with my friend,
G G D G
I wiggle my tail and dive right in.

PEANUT

Oh, a peanut sat on a railroad track
His heart was all aflutter.
Along came the 6:15 —
Peanut Butter!

FLOWER GARDEN
(Tune: The Farmer In The Dell)

[Children are standing in a circle and the leader touches each child's head and gently pushes them to a squatting position to "plant" them.]

The Farmer plants the seeds
The Farmer plants the seeds
H, Ho and Cherry-O
The Farmer plants the seeds.

The rain bgins to fall . . .
(make rain motion with wiggling hands and fingers)

The sun begins to shine . . .
(make circle with arms overhead)

The plants begin to grow . . .
(children rise slowly to a standing position)

The buds all open up . . .
(with hands over heads, they slowly lower their arms)

The flowers smile at me . . .
(everybody smiles!)

REACH FOR THE CEILING

Reach for the ceiling
Touch the floor,
Stand up again,
Let's do some more
Touch your head,
Then your knee,
Up to your shoulders
Like this, you see.
Reach for the ceiling,
Touch the floor,
That's all now,
There isn't anymore.

LITTLE TWO
(Tune: Mary Had a Little Lamb)

(child's name) has a little (concept),
little (concept), little (concept.
(child's name) has a little (concept);
it has a special shape.

This is how we write a (concept)
write a (concept), write a (concept).
This is how we write a (concept);
it has a special shape.

[Examples of Concepts: colors, shapes, numbers, letters, etc.]

MISS MARY MACK

Miss Mary Mack, MACK, MACK
All dressed in black, BLACK, BLACK
With silver buttons, BUTTONS, BUTTONS
All down her back, BACK, BACK
She asked her mother, MOTHER, MOTHER
For fifteen cents, CENTS, CENTS
To see the elephant, ELEPHANT, ELEPHANT
Jump the fence, FENCE, FENCE.
They jumped so high, HIGH, HIGH
They touched the sky, SKY, SKY
And they never came back, BACK, BACK
'Til the Fourth of July, LY, LY
And they never came back, BACK, BACK
'Til the Fourth of July, LY, LY.

ALICE

Alice, where are you going?
Upstairs to take a bath.
Alice with legs like toothpicks,
And a neck like a giraffe, raffe, raffe.
Alice climbed in the bathtub
And pulled out the plug.

(SAY)

Oh my goodness, oh my soul
There goes Alice down the hole.

Alice where are you going?
Glub, glub, glub.

GRANDFATHER CLOCK

One hand is big
The other is small
(hold one arm up, the other arm bent to the side)

I'm a grandfather clock
I'm six feet tall
(stand tall, hands at sides)

I go "tick-tock," "tick-tock"
All day long
(swing arms like a pendulum)

And this is what my
Tick-tocks say
(continue swinging arms)

Be on time!
Don't be late!
(clap hands rhythmically while doing any dance step in place. Continue through last verse.)

Don't make other
People wait!

Be on time! Don't be late!
Don't make other people wait!

HANDS ON YOUR KNEES

Put your hands on your knees,
Give your knees a squeeze,
Put your hands on your thighs,
What a nice surprise.
Put your hands on your middle,
Fit as a fiddle.
Put your hands on your shoulders,
Roll them 'round like boulders.
Put your hands on your cheeks,
Give your cheeks a tweak . . .
Put your hands on your head,
Put your head to bed.
Put your hands in the air.
Clap them while their there,
One, two, three.

WE CAN

We can jump, jump, jump.
We can hop, hop, hop.
We can clap, clap, clap.
We can stomp, stomp, stomp.
We nod for yes.
We shake for no.
We can bend our knees a bit
And sit down slow.

A BIG FOOTBALL

(Tune: This is the Way We Wash Our Clothes)

I give my friend a big football,
Big football, big football,
I give my friend a big football,
A big football.

FOUND A PEANUT

(Tune: Clementine)

Found a peanut, found a peanut
Found a peanut last night.
Last night I found a peanut
Found a peanut last night . . .

It was rotten —
Ate it anyway
Got a stomach ache —

THE BIG SNOWMAN

(Tune: I'm a Little Teapot)

First the snow-man's lit-tle
Way down near the ground.
He keeps grow-ing tall-er
Till he's big and round.
Then the sun starts shin-ing
And be-gins to melt the snow.
Good-bye, lit-tle snow-man,
It's time for you to go.

Now I'm just a puddle, float-ing on the ground
Then I start to roll all a-round and a-round.
And the sun starts shin-ing
And I be-gin to dry.
Oh fare-well lit-tle pud-dle
Good-bye, good-bye, good-bye.

STRETCH, STRETCH

Stretch, stretch away up high.
(reach arms upward)
On your tiptoes, reach the sky.
(stand on tiptoes and reach)
See the bluebirds flying high.
(wave hands)
Now bend down and touch your toes;
(bend to touch toes)
Now sway as the North Wind blows.
(move body back and forth)
Waddle as the gander goes!
(walk in waddling motion back to seats)

FEELINGS

(Tune: Twinkle, Twinkle Little Star)

Sometimes on my face you'll see
How I feel inside of me.
My smile means happy, frown means sad,
And when I grit my teeth I'm mad.
When I'm proud, I beam and glow,
But when I'm shy my head hangs low.

MOON JUMP

One jump, we'll jump to the moon.
Two jumps, we'll jump to a star.
Three and four, one and one more
And then we won't know where we are.

OFF WE GO - A TRAVELING SONG
(Tune: Frere Jacques)

Here's the train
Here's the train
All aboard
All aboard
Chug-a-chug-a-choo-choo
Chug-a-chug-a-choo-choo
Off we go
Off we go.

Here's the plane
Here's the plane
All aboard
All aboard
Chug-a-chug-a-zoom-zoom
Chug-a-chug-a-zoom-zoom
Off we go
Off we go.

Here's the boat
Here's the boat
All aboard
All aboard
Chug-a-chug-a-toot-toot
Chug-a-chug-a-toot-toot

VEGETABLE SONG
(Tune: Yankee Doodle)

Vegetables are good to eat and
they will make you stronger.
So eat them morning, noon and night
and you will live much longer.
Peas and carrots, lettuce too,
celery and tomatoes
All of these are good for you
and don't forget potatoes.

BUMPETY-BUMP

The school bus starts its morning run,
Bumpety-bump, Bumpety-bump
The first thing it sees is the yellow sun,
Bumpety-bump, Bumpety-bump
The next thing it sees is a farmer cutting hay,
Bumpety-bump, Bumpety-bump
A farmer feeds his animals every day,
Bumpety-bump, Bumpety-bump.
On down the road, in a nest in a tree,
Bumpety-bump, Bumpety-bump,
The eggs are hatching one, two, three,
Bumpety-bump, Bumpety-bump.
The bus will hear something as it rolls along,
Bumpety-bump, Bumpety-bump,
Mr. Red Rooster is singing a song,
Bumpety-bump, Bumpety-bump.
The bus picks up children who are standing by the road,
Bumpety-bump, Bumpety-bump.
By the time it gets to school it will have a full load,
Bumpety-bump, Bumpety-bump.

LITTLE PIG
(starting with little finger, point to each finger in succession)

This little pig lost his sweater,
This little pig lost her muff.
Said this little pig, "Jack Frost will catch you."
Said this little pig, "Sure enough."
Said this little pig, "Br-r-r, wee, wee, wee, wee,
This nice warm house is the place for me."
(put thumb in fist)

MONKEY SONG

Monkey see, and Monkey do
The Monkey does the same as you.

When you clap, clap your hands
The Monkey clap, clap, claps his hands
Monkey see and Monkey do
The Monkey does the same as you.

Pat, pat, pat your head —
Turn yourself about —
Stomp, stomp, stomp your feet —
Make a funny face —
Cry a little tear —

SPINNING MY COCOON
(Tune: Row, Row, Row)

Spin, spin my co-coon,
Spin it all a-round.
Spin it, wind it, spin it, wind it,
'Round and 'round and 'round.

The cocoon slept for many weeks. But one day when I looked into the jar,I saw a beautiful butterfly holding onto one of the twigs. It couldn't fly yet, but it began to move its wings back and forth. I took it outside and let it fly away.

BALLOONS

This is the way we blow our balloons,
Blow, blow, blow.
(pretend to blow, rounding hands as if holding a balloon, spreading further and further apart)

This is the way we break our balloons,
Oh! Oh! Oh!
(clap hands together on each Oh!)

I'M A ROCKET

I'm a Rocket
(child crouches on heels)
Pointing to the moon!
5, 4, 3, 2, 1
Blast off! Zoom!
(spring up and jump into the air)

THE TRAFFIC COP

Who says, "Stop"? The traffic cop.
(extend arms out straight sideways)
Listen to the whistle blow,
Toot, Toot, Toot.
(put make-believe whistle to mouth)
Who says, "Go"? In rain and snow.
(indicate with motion of arms)
Listen to the whistle blow,
Toot, Toot, Toot.
(put make-believe whistle to mouth)

MAKE A GARDEN

Dig, Dig, Dig, Rake just so
Plant the seeds, watch them grow
Chop! Chop! Chop! Pull out weeds
Warm rain and sun, my garden needs
Up! Up! Up! Green stems climb
Open wide, it's blossom time.

GOOD MORNING, MR. TOES

Good morning, Mr. Toes
(bottom of feet together, hands on feet, nose close to feet)
How are you today?
I'm fine! Just fine
Thank you Mr. Nose.
(rest on elbows, legs in air crossing back and forth)

ZOOM FOR THE CARS

Zoom for the cars
(sitting down, legs straight out, toes pointed)
Lift up for the boat
(raise knees, walk fingers under)
Reach high for the sky
(stretch arms straight up as high as possible)

YOU GOT THE SPIRIT

You got the spirit, yeh, yeh,
We'll show it in your head
Go "oo ah oo ah ah"

shoulders ---
arms ---
hips ---
knees ---
feet ---
all over ---

STAR, STAR

I will reach for a star,
And put it in my hat.
I will reach for a star,
And put it in my lap.
I will reach for a star
And put it in my pocket.
Star, Star, stay where you are.
(repeat two more times)

I now have three.
One in my lap, one in my hat,
And one in my pocket.
One, two, three.

TEN LITTLE FIREMEN

Ten little firemen sleeping in a row;
(extend both hands, fingers curled, to represent sleeping men)
Ding, dong, goes the bell,
(pull bell cord with one hand)
And down the pole they go.
(close both fists, put one on top of other, slide them down pole)
Off on the engine, oh, oh, oh,
(steer engine with hands)
Using the big hose, so, so, so.
(make nozzle with fist)
When all the fire's out, home so-o slow.
(steer engine with hands)
Back to bed, all in a row.
(extend both hands, fingers curled)

LINCOLN

(Tune: Yankee Doodle)

Once there lived a splendid man,
Guess his name now if you can.
Tall and thin, with careworn face,
Greatest leader of his race,
Firm but gentle, strong but kind,
With his country's good in mind.
President he came to be,
Children, tell me! Who is he?

LINCOLN

Lincoln hoed the growing corn,
(motions of using a hoe)
And chopped the family's wood.
(make chopping motion)
He built a cabin out of logs,
(make a pounding noise)
And read all the books he could.
(pretend to read)

PAPER HEARTS

(Tune: Sing a Song of Sixpence)

Sing a song of paper hearts
Ribbons, bows and lace,
Bright sweet smiles are beaming
From each little face.
Happy, happy children,
Whisper, "Please be mine
You're the one I've chosen,
To be my Valentine."

VALENTINE'S DAY

I love you, I love you
(point to different people)
That's what valentines say
(make heart shape with fingers
I love you, I love you
(point to other people)
On St. Valentine's Day!

When I love you
(point to other person)
And you love me,
(point to self)
We're both as happy
(clap hands)
As we can be!
(continue clapping hands)

I LOVE THE FLAG

(Tune: Yankee Doodle)

I love the name of Washington
I love my country too
I love the flag, the dear old flag
Of red and white and blue.

Yankee Doodle keep it up
Yankee Doodle dandy
Mind the music and the step
And with the girls be handy.

IRISH JIG
(Tune: London Bridge)
Who will dance an Irish jig, Irish jig, Irish jig?
Who will dance an Irish jig on St. Patrick's day?
  (vary verse)
  leprechaun ---
  wear green shamrock--

EASTER EGG
(Tune: Campbell's Soup Song)
Easter Egg
Easter Egg
Hide and Hide the Easter Egg
Easter Egg
Easter Egg
Look, look, look for Easter Eggs.

THE GROUNDHOG
The groundhog poked his head up
  (from squatting position, slowly come up)
And, peeking all around —
  (look around)
Saw his little shadow
  (indicate size with forefingers)
Lying on the ground.
  (point to ground)
The groundhog knew that winter
  (shiver)
Would last for six weeks more,
  (hold up six fingers)
And so he pulled himself back down
Inside his little door.
  (sink back down to floor)

MY DEAR COUNTRY
(Tune: London Bridge)
Fifty stars are on our flag,
On our flag, on our flag.
Fifty stars are on our flag,
My Dear Country.
Stars are on a field of blue,
Field of blue, field of blue.
Stars are on a field of blue,
My Dear Country.
Colors are red, white and blue —
Thirteen stripes are on our flag —

COLUMBUS
There were three little ships - 1, 2, 3
The Nina, the Pinta, and the Santa Marie.
  (hold up fingers)
Over the ocean, over the sea
  (make waves with hand)
The Nina, the Pinta and the Santa Marie
Sailing to the West so far and free
  (spread hands wide apart)
Columbus discovered a land so new,
  (look far away under hand at forehead)
And this was in 1492.
There was many a mile
  (go over waves)
And the ships were three
The Nina, the Pinta and the Santa Marie.
  (3 fingers up)

FIVE LITTLE MONSTERS
Five little monsters sitting by the door,
One ran away and then there were *four*.
Four little monsters sitting in a tree,
One fell off and then there were *three*.
Three little monsters drinking witches' brew,
One fell in and then there were *two*.
Two little monsters having lots of fun,
One went home and then there was *one*.
One little monster sitting in the sun,
He melted away so there are *none*.

FUNNY SCARECROW
Funny Scarecrow
Funny Scarecrow
On a Hill
On a Hill.
Watch the birds fly by
Watch the birds fly by.
We stand still
We stand still.

HALLOWEEN
(Tune: London Bridge)
Halloween will soon be here, soon be here, soon be here;
Halloween will soon be here, look out children.
Witches riding on a broom —
Black cats howling on a fence —
Goblins hiding in the dark —
Skeletons clanking in a line —
Trick-or-Treaters everywhere —
Strange things happening all around —

FIVE LITTLE JACK-O-LANTERNS
Five little Jack-O-Lanterns sitting on a gate
The first one said, "My it's getting late!"
The second one said, "There are witches in the air."
The third one said, "I don't care."
The fourth one said, "Let's run, and run, and run."
The fifth one said, "It's only Halloween fun."
"Woooooooo" went the wind,
And out went the lights
And away ran those Jack-O-Lanterns out of sight.

TEEPEE
Once there was an Indian girl
  (hold up one index finger)
And a litle Indian boy
  (hold up other index finger)
They were very, very happy.
  (use index fingers to point to smile)
Living in their Indian teepee.
  (use all fingers to make a teepee)

TURKEY, TURKEY
(Tune: Baa, Baa Black Sheep)
Turkey, turkey, run away,
Run fast on Thanksgiving Day.
Run, run, run, run, run, run, run
Run, run, run, run, run, run, run.

GOBBLE, GOBBLE, GOBBLE
(Tune: London Bridge)

The turkey goes gobble, gobble, gobble;
gobble, gobble, gobble.
The turkey goes gobble, gobble, gobble,;
On Thanksgiving Day.

TURKEY

Turkey's tail is big and wide
(spread fingers)
He swings it when he walks
(swing hands)
His neck is long
(stretch neck)
His chin is red
(stroke chin)
He gobbles when he talks
(open and close hands, make gobbling sounds)

I'M A LITTLE INDIAN

I'm a little Indian on the go,
Here is my arrow, here is my bow,
When I go a hunting, hear me shout
Bears and Buffalo better watch out!

GOBBLE, GOBBLE
(Tune: Pop Goes the Weasel)

A turkey is a funny bird
His head goes wobble, wobble
He knows just one word
Gobble, gobble, gobble,

OLD SANTA CLAUS

I know a jolly fellow
He's round as he is tall,
He visits us at Christmas time
With gifts for one and all.

He lives up in the northland;
It's cold with ice and snow;
I call him Mr. Santa Claus
And, Oh, I love him so!

He makes me feel so happy
When we have all been good;
I'll try to please old Santa Claus
And do the things I should.

SANTA'S REINDEER

There used to be eight reindeer
That pulled old Santa's sleigh,
But now he's added Rudolph,
To help him find the way;
His nose is red and shiny
Just like a light, they say;
Now Santa has nine reindeer
To help on Christmas Day.

BELLS ARE RINGING
(Tune: Frere Jacques)

Bells are ringing, bells are ringing.
Children sing, children sing
Merry, Merry Christmas
Merry, Merry Christmas
Bright New Year
Bright New Year.

HERE'S OUR LITTLE PINE TREE
(Tune: I'm a Little Teapot)

Here's our lit-tle pine TREE
tall and straight.
Let's find the things
so we can dec-o-rate.
First we want to put
a STAR on top!
Then we must be care-ful
the BALLS don't pop.
Hang on all the TIN-SEL
shin-y and bright.
Put on the CANES
and hook them just right.
Fin-ally put some PRES-ENTS
for you and me
And we'll be read-y
with our CHRIST-MAS TREE!

DEAR SANTA

Down the chimney dear Santa Claus crept
(make loose fist with left hand, insert right hand finger into it)
Into the room where three children slept.
(place 3 fingers of right hand on palm of left)
He saw their stockings hanging in a row
(suspend 3 fingers of left hand)
And filled them with candy and goodies just so.
(make motions as if filling stockings)
Although he counted them - 1, 2, 3;
(indicate by counting fingers)
The baby's stocking he could not see.
"Ho, ho" said Santa Claus, "this can't be."
So he popped her present right under the tree.

DOWN THE CHIMNEY, OLD SANTA CAME
(Tune: London Bridge)

Down the chimney, old Santa came, Santa came, Santa came;
Down the chimney, old Santa came, Dear old Santa.

He brought me a doll that says "ma-ma," says "ma-ma," says "ma-ma"
He brought me a doll that says "ma-ma," Dear Old Santa.

He brought me a truck that says "beep-beep" —
He brought me a train that says "toot-toot" —

Who has a beard that's long and white —
Who has a suit that's shiny and bright —
Who comes to visit on Christmas Eve — etc.

HERE IS THE CHIMNEY

Here is the chimney
(make a fist, close thumb)
Here is the top
(palm of hand on top of fist)
Open the lid
(remove hand quickly)
And out Santa will pop!
(pop up thumb)

HANUKKAH LIGHTS

One light, two lights, three lights and four
Five lights, six lights, and three more;
Twinkle, twinkle, nine pretty lights
In a golden menorah bright!
(cup hands)

HANNUKAH

(Tune: I'm a Little Teapot)

Light a little candle
Hannukah will come
Eat a little latkes
Yum, yum, yum, yum, yum.
I'm counting on my fingers and my thumbs
Just how many days till Hannukah comes.

CREATIVE MOVEMENT

Movement has specific content -

- What the body can do
    - locomotor, nonlocomotor
- Where the body moves
    - space, direction level, relationship to others
- How the body moves
    - shape, time, effort

Movement is used to develop the kinesthetic awareness of the body as an instrument of expression and communication. When it is used for imaginative purposes, it becomes creative movement.

Creative movement can be performed

. . . in silence
. . . by using voice sound accompaniment
. . . with body sound
. . . with simple homemade percussion instruments
. . . to environmental sounds
. . . to recorded music

Creative movement gives children the opportunity for

- self-expression
- rhythmic feel
- creativity
- motor development
- imagination
- release of energy

It gives the teacher a chance to observe the growth and development of the child.

Props that motivate children's participation:

- crepe streamers
- eleasticized rope
- masks, costumes
- strips of sheeting
- crepe paper poms poms
- large beach towels
- umbrellas
- yarn streamers
- wrist and ankle bells
- large rag dolls
- pinwheels on sticks
- cardboard tubes
- inner tubes
- tossed leaves
- metronome
- tissue paper
- dowel rods, broomsticks
- filmy plastic
- mechanical toys
- dress-up clothing
- paper fans
- large feathers
- plastic hoops
- playground balls
- batons
- puppets
- canes
- knit garments
- mops, brooms
- rhythm instruments
- sports equipment
- foil paper

S
L
4-7

SCARVES

MATERIALS: A scarf for each child

PROCEDURE: If possible, give each of your children a silk or nylon scarf. First let them experiment with their scarf. What can it do? Can you wrap it around you and twirl? Can you make it disappear? Can you throw it up high? Can you sit on it? Can you run with your scarf over your shoulders? Can you fly like Superman? Can you make a parachute with your scarf? Can you make a flag blowing in the wind? Can you hold onto one corner of your scarf and pretend that you are the wind? Can you make the wind blow softly? Can you make the wind blow faster? Can you make the wind blow up a wild storm? Slow the wind down and collect the scarves.

Other Scarf Activities:

Have your children turn themselves into small puffy clouds. Clouds that float all day in the sky. (Children could roll into a ball or make a circle out of their arms or clasp their hands together high over their heads. It does not matter as long as they feel like a cloud.)

Choose one or two children to be the wind (or you could do this part). Give them each a scarf. As you tell what is happening, have your children act out the following situations:

1. Sometimes the wind is soft and gentle, and the clouds float lazily around all day.
2. Sometimes the wind is jerky and the little clouds bounce up and down.
3. Sometimes the wind is wild and fierce and the little clouds hurry across the sky often crashing into each other (better set up some crashing rules for this one!).
4. Sometimes the wind spins the clouds around and sometimes the wind is absolutely still and the little clouds just sit and rest all day.

S
L
5-7

SCARF

MATERIALS: Scarves

PROCEDURE: Children are chosen to dramatize poem as teacher or child reads.

SCARF

With a scarf, I'm a lady on a windy day;
I'm a bandit who scares good guys away.
I might use a scarf in the ole Bull Ring,
I can use a scarf for just anything —
On my neck or as a band for my head;
I can do many things with this scarf of red
Use as a flag on the play by the old referee
Or it's useful in a game of "drop the hanky"
A sail on a sailboat
A belt for my waist
A dinner for a goat
Who just loves the taste.
Now you take the scarf and see what you can do
To make it useful and helpful to you.

S
L
4-7

BLOWING UP BALLOONS

MATERIALS: Balloon

PROCEDURE: Begin by letting your children watch you blow up a balloon and then slowly deflate it. Have the children pretend that they are a limp balloon which expands as they breathe air in and whistles as the air rushes out through their lips. Your children may also enjoy spinning and dashing crazily about like a balloon which is blown up and then released; or pretending to be a blown-up and tied balloon which floats lazily about the room gently bumping into things.

S
L
4-6

SANTA'S TOYS

MATERIALS: None

PROCEDURE: Tell this Christmas story and let children dramatize the story.

One Christmas Eve, Santa was getting ready to pack up all of his toys. Before he put them into boxes, however, he decided to test them one last time. He took a small music box out of his pocket and opened the lid. It played a delightful tune. [Hum the tune to *Frere Jacques.*]

First the music woke up the ballerina doll. She got up and started to dance and sing. . .
"I am dancing, I am dancing
Round and round, round and round,
First I go one way,
Then I go the other way,
Touch the ground, now sit down."

Santa was pleased with the way she danced so he wrapped her up and put her in his bag.

Next the tin soldier got up and started singing as he marched. . .
"I am marching. . ." etc.
Next the model airplane . . . "I am flying. . ."
Next the electric train . . . "I am chugging. . ."
Next the puppet . . . "I am moving. . ."
Last but not least, the top . . . "I am spinning. . ." etc.

Variation: Could also be a toy store.

S
L
4-6

HORSES

MATERIALS: Record, crepe paper streamers

PROCEDURE: Children listen to a record with a galloping or marching beat. Ask them, "What animal do you think of when you hear the music?" 'How does the animal move to the music?" (Slow trotting horses, fast racing horses or galloping ponies.) This exercise can lead you into a delightful drama where horses are the main attraction. The children could explore being wild horses (bucking) or trick horses (dancing) or race horses (galloping fast). The drama could climax with a grand parade.

S
L
5-7

GLUE

MATERIALS: None

PROCEDURE: One day several children were doing art work when someone opened the door and a gust of wind blew in, knocking over their glue and scattering all of their paper. As the children tried to pick the papers up, their feet stuck to the floor and their hands stuck to whatever they touched.

. . . Let children continue the story through their actions. How might the children begin to walk? What would happen if the children all stuck together? How could they get unstuck?

S
L
4-7

PARTNER ACTIVITIES

MATERIALS: None

PROCEDURE: Children are divided into pairs. With both working together, have them row, saw, swing, twirl, twist, push and pull, be an egg-beater, do sit-ups, etc.

S
L
4-7

WARM UP SHAKES

MATERIALS: Music similar to *Saturday Night Fever*

PROCEDURE: Children begin to move one body part, then add body parts until all parts of body are moving.

L
5-7

ANIMAL TRAP

MATERIALS: Rope or hula hoops

PROCEDURE: Make traps of jump ropes or hula hoops and place them around the room. Arrange these in such a manner that the children must go from one to the other and must move continually. Each child must go through every trap. If she skips one, she is out of the game.

As the music plays, children move in a manner specified before the game starts. You may want them to skip, hop on one foot, crawl, leap, etc. When the music stops, those inside the traps are *caught* and are out of the game. The last one remaining without getting trapped is the winner.

S
L
5-7

MOVEMENT PROBLEMS

MATERIALS: None

PROCEDURE: Elicit from children a variety of movement problems that they must solve individually. To motivate their thinking, suggest possibilities such as these:

Eat a bowl of hot soup when you are in a hurry.
Hold an angry cat with a barking dog underfoot.
Blow a bubble across the room.
Put on a sweater that is too small.
Move like a simple machine that is about to break.
Be a robin that is pulling a worm from its hole.
Go for a walk in some sticky mud, wearing your good clothes.
Be an ugly statue with birds roosting on top.
Climb over a fence and rip your clothing.
Blow up a balloon until it bursts.
Crawl inside a scary cave.

INSTRUMENTS

Rhythm is basic to music, movement, reading . . . life! Rhythm instruments provide a medium for children's explorations with rhythm and sound. Instruments can be used as music or as an accompaniment to music, stories, movement, dramatizations and games. They can be used individually or by a group of children.

Instruments can be purchased, found or made by teacher and/or children. Quality of sound should be considered when purchasing instruments.

Rhythm band instruments -

hand drum sticks, woodblocks, triangle, drum, tambourine, maracas, cymbal, finger cymbals, castanets

Melody instruments -

melody bells, xylophones, glockenspeels, tonettes, flutes, autoharp

Instruments can be used individually in a music center or in a group activity. The music activity center provides the opportunity for a child to experiment with instruments. A group activity is successful when some children play the instruments while other children in the group listen and/or sing or move. The activity can be repeated until all children have had a turn playing an instrument. Children always need direction in the use and care of instruments.

EMBROIDERY HOOP

MATERIALS: Hoops, plastic lids, bottle caps, wire, tape

PROCEDURE: Bottle caps or buttons can be wired across the middle of a metal or wooden embroidery hoop. Secure with tape to prevent the wire from slipping. Two bottle caps wired together can also be wrapped around and hung from the rim of the hoop. Be sure to cover all wire ends with tape for safety.

If you do not have an embroidery hoop, you can make a plastic lid. Children play the tambourine by holding it in one hand and tapping it on the palm of the other hand or by shaking it.

BELLS

MATERIALS: Bells, material, string, stick

PROCEDURE: **Wrist bells** - You can make a simple bell bracelet for your child by stringing three or four bells onto a large pipe cleaner and then twisting it around into a bracelet.

Bell Mitts - Make a hand mitt out of cotton or felt material for your child. Sew two bells onto the top. Children play the bell mitt by wearing it on one hand and then clapping their hands together.

Bells on Pole - String three or four bells together with a string or yarn. Knot one end and let it hang free. Tape the other end to a piece of dowel or safe stick. Children play the bells by shaking the pole or tapping it with their hand.

PRINGLE'S CAN BAND

MATERIALS: Pringle cans, spray paint, tape, rice, wheat, spaghetti, buttons, etc.

PROCEDURE: Spray paint Pringle cans and decorate. Fill each can with different materials until you get the sound you want. Tape shut.

BANJO

MATERIALS: Ice tray, rubber bands

PROCEDURE: Put different size rubber bands on ice tray. Pluck rubber bands.

XYLOPHONE

MATERIALS: Redwood 1" x 2", fabric or rubber, string

PROCEDURE: Make a simple xylophone by cutting different lengths of redwood from one-inch by two-inch stock. Lay these pieces on a pair of other pieces of redwood padded with fabric or rubber, or suspend them from strings. Strike these sticks with a hard object, such as a mallet, and hear distinct differences in pitch.

BOTTLES WITH WATER

MATERIALS: Bottles, water, metal spoon, food coloring

PROCEDURE: Another type of xylophone is made from a series of soda bottles filled with water to pre-measured and pre-marked depths. Color the water with food coloring for easier visibility, and when the bottles are not being used, cap them to prevent evaporation.

PAPER CUP MARACA

MATERIALS: Paper cups or tin cans, beans or rice, tape

PROCEDURE: A simple maraca can be made for young children by taking two paper cups or tin cans and putting some beans or rice in one and then taping the other cup upside down on top of the first cup. You could have your children decorate their maracas with small crepe streamers attached to each end or else just leave them plain. Children play the maraca by shaking it to the tune of the music.

LEMON MARACA

MATERIALS: Plastic lemon juice container, rice, pencil or wooden spoon

PROCEDURE: You can make a lemon maraca for your child if you happen to have a plastic lemon juice container. When the container is empty, remove the plug, rinse, let dry and put some rice inside. Insert a large pencil or wooden spoon into the neck and tape together securely.

MINSTREL BONES

MATERIALS: Short rib bones

PROCEDURE: Collect bones from short ribs of beef. Clean with hot water and soap or bleach. Paint and decorate if you wish. Play same as claves.

STRING GUITAR

MATERIALS: Piece of wood, screws, saw, popsicle stick, fishline, nail

PROCEDURE: Insert a screw eye near each end of a wood strip. About 1½ inches from end of the wood strip, saw a ¼-inch-deep groove across the strip. Put popsicle sticks sideways into the grooves and tie a length of fishline between the two screw eyes. Tighten the fishline with a large nail by turning one of the screw eyes.

COMB TOOTER

MATERIALS: Pocket comb, wax paper

PROCEDURE: Fold wax paper across comb. Blow a buzzing sound through teeth of comb and wax paper.

WOODBLOCK TAMBOURINE

MATERIALS: Bottle caps, hammer, nail, wood block

PROCEDURE: Remove the cork from bottle caps. Then hammer a nail through the caps and partway into a wood block. Make sure the hole is wide enough so the cap will slide freely along the nail. (You may wish to make the hole in the cap first with a larger-sized nail than the one used to attach the cap to the wood.) Use as many nails and as many caps on each nail as desired.

STYROFOAM CUPS

MATERIALS: Styrofoam cups

PROCEDURE: Beat end of cup against wood or floor - makes sound similar to clopping horses.

RATTLES

MATERIALS: Buttons, bells, bottle caps, or plastic or metal discs

PROCEDURE: String together plastic or metal discs, buttons, bells or bottle caps. Sew on a piece of elastic ribbon. Hook together with snap or tie.

NAIL PIANO

MATERIALS: Nails, hammer, wood block

PROCEDURE: Hammer nails of different sizes into wood block at different levels. Run a large nail along tops of nails.

S
L
4-7

RAIN ON THE GREEN GRASS

MATERIALS: Rhythm instruments

PROCEDURE: Children say verse in rhythm (accent over beat). Clap hands to the rhythm while repeating verse. Add instruments.

Ask children to think of instruments that would be appropriate (raindrops, thunder, etc.). Choose children to play instruments while other children say the verse.

Variation: dramatization, creative movement, singing verse using 2 notes.

/ /
Rain on the green grass
/ /
Rain on the tree
/ /
Rain on the roof top
/ /
But not on me!

RECORDS

Educational Activities:

A. All of Hap Palmer records
B. *Everybody Cries Sometimes*

Melody House:

A. Rhythm and Rhyme
B. Number Fun
C. Tempo for Tots
D. Fit as a Fiddle
E. Color Me A Rainbow
F. Carpet Squares

Shoreline - Raffi:

A. Corner Grocery Store
B. Baby Beluga
C. Singable Songs

Youngheart Records:

A. All of *We All Live Together*

Good Apple:

A. Look At Me
B. Show Me Your Smile
C. Doodle Bee Doo
D. Pockets
E. Close Your Eyes
F. Imagination and Me
G. The Ballad of Lucy Lum Kimbo

Kimbo:

A. Lumni Stick Art
B. Bean Bag Activities

LeCrone:

A. All rhythm records

Golden Records:

A. Songs and games of physical fitness for boys and girls

American Teaching Aid:

A. Dinosaur

SOCIAL STUDIES

The unique nature of social studies is centered around people and their awareness and understanding of the world environment. This environment begins with the study of themselves and others around them. It continues with an awareness of their neighbors, communities, special people and special events. An evaluation of the past and present is necessary to make meaningful decisions for the future.

It is at this early age the young child begins to understand and appreciate the principles of democracy and citizenship.

Activities in this section are intended to provide an opportunity for the child to develop self-expression, self-worth, and respect for other cultures while developing pride in one's own.

GROW
Fertilizer

ME

OBJECTIVE: Each child will discover that everyone is unique.

I
S
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4-7

LOOK AT ME!

MATERIALS: Full length mirror

PROCEDURE: Children take turns looking at themselves in a full length mirror. Discuss their total appearance and how they are alike or different from the other children. Help the children see that no one is exactly alike.

S
L
4-7

FEELING

MATERIALS: Blindfold

PROCEDURE: Teacher blindfolds the children, one at a time. Each child feels the face and hair of classmates and then feels their own face and hair. The child will find that people feel different.

S
L
4-7

MY VOICE

MATERIALS: Tape recorder and tape

PROCEDURE: Record each child's voice during an activity period. Children listen to the voices and guess which voice goes with which child.

S
L
6-7

NAMES

MATERIALS: Strips of paper, pencils or crayons

PROCEDURE: Children write their names on strips of paper. Compare the letters in the names and discuss how no two people form their letters alike.

L
5-7

ABOUT ME

MATERIALS: None

PROCEDURE: Each child tells something about themselves. After hearing about everyone in the class, the children will understand that people are different.

L
6-7

GUESS WHO?

MATERIALS: None

PROCEDURE: Play *Guess Who?* Pick a child out of the classroom. Tell three clues about the child. Let the children guess who the person is.

S
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6-7

DRAWING ME

MATERIALS: Paper, paint, crayons

PROCEDURE: Children paint or color a picture of themselves. Discuss likenesses and differences.

I
7

BE A DETECTIVE

MATERIALS: Detective sheet

PROCEDURE: Each child selects a classmate to secretly observe. Using the detective sheet, the child will gather information about the person that is being observed; such as full name, color of hair and eyes, type of clothing worn, best friend, something special about the person, etc.

MY FAMILY

OBJECTIVE: To develop an awareness of the family and to create an appreciation of the family and its members.

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4-7

MY FAMILY

MATERIALS: Pictures of families

PROCEDURE: Discuss the family pictures and let children compare likenesses and differences among different families. (Be aware of children from unsettled homes. Treat this subject with care.) Develop the idea that families are different in size and that most families have a mother, father and children; but it is normal to have variations (such as one parent missing; or grandparents, uncles, aunts, cousins included in the family).

I
4-7

FAMILY MEMBERS

MATERIALS: Strips of paper (various lengths), glue, paper, crayons

PROCEDURE: A family portrait can be made by gluing strips of paper to represent various family members. Each family member can then be completed using crayons.

S
L
4-7

ROLE PLAYING

MATERIALS: None

PROCEDURE: Individual children role play the growth process from baby to father or mother to grandparent. The child can interpret the process as she goes along. Children can also develop a short play about the family.

I
4-7

MOTHER'S/FATHER'S DAY BOOK

MATERIALS: White paper, construction paper

PROCEDURE: Prior to Mother's Day or Father's Day, children can develop a book about themselves to give to the parent on the special day. Suggestions for pages in the book might be: a self-portrait, a family portrait, hand/foot print, birthday cake with candles showing the child's age. After the pages are completed, use the construction paper to serve as the covers of the book. The child can decorate the covers. After the project is completed, discuss the importance of mothers and fathers.

S
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4-7

TOGETHERNESS

MATERIALS: Pictures and photographs of families doing different activities together

PROCEDURE: Discuss activities families can do together, using the pictures and photographs when necessary. Children can share personal experiences. Also discuss how rural and urban family activities may differ.

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4-7

FAMILY JOBS

MATERIALS: Pictures of members of the family performing different jobs (at work and at home)

PROCEDURE: Discuss the various jobs different family members perform away from the home and the reasons for them working. Discuss the jobs that need to be done at home. Draw attention to the fact that all members of the family need to work together at home.

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5-7

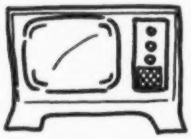
FAMILY RULES

MATERIALS: Chalkboard or chart paper

PROCEDURE: Children give the reasons why families have rules. List these reasons in a column on the chalkboard or a chart. Next children give some of their family's rules. List these rules in a column next to the reasons column. Match rules to reasons. Discuss which rules are the most important. Role playing can be done to show situations where rules apply.

COMMUNICATION

OBJECTIVE: The children will gain an understanding of the different types of communication we use everyday and become aware of ways communication helps in the buying and selling of goods.



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HOW DO YOU COMMUNICATE?

MATERIALS: Magazines, chart, glue

PROCEDURE: Children find magazine pictures showing ways of communication (phone, letters, body language, movies, TV, radio, musical instruments, intercom, walkie-talkie, talking). The children can glue their pictures on a large chart, and they or the teacher can print the means of communication by their pictures. A short story can be written about the pictures.

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6-7

T.V. COMMERCIALS

MATERIALS: Television made from a box, long strips of paper

PROCEDURE: Discuss purposes of commercials. Divide class into small groups. Each group can make a sequence of pictures showing a commercial of something they are selling.

S
4-7

BUILD A T.V., RADIO, TELEPHONE

MATERIALS: Tinker toys or building blocks

PROCEDURE: Give the children tinker toys or building blocks and let them build models of communication equipment or devices.

L
4-7

FIELD TRIP

MATERIALS: Paper, crayons

PROCEDURE: Go on a field trip to the telephone company, post office, T.V. station, newspaper office, etc. After the trip, the children can draw pictures and write stories about what they saw and learned.

S
L
4-7

USING THE PHONE

MATERIALS: List of emergency phone numbers, telephone

PROCEDURE: Discuss how important it is to communicate in an emergency. Teach children how to use the phone in case of different emergencies. Give each child a list of emergency phone numbers to take home.

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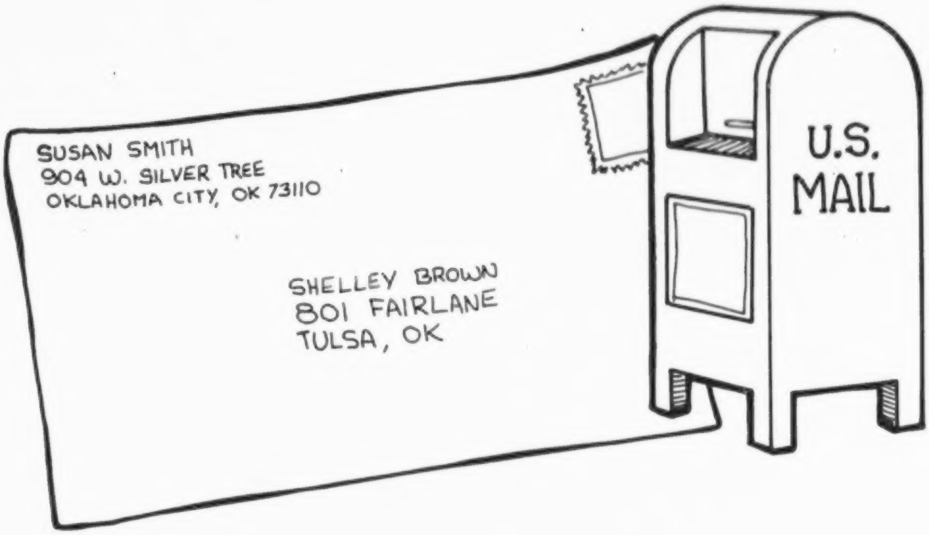
4-7

PUPPETS

MATERIALS: Hand puppets

PROCEDURE: Using hand puppets, children dramatize a commercial selling a favorite toy or pet.



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LETTERS

MATERIALS: Paper, envelopes, stamps, chalkboard

PROCEDURE: Discuss the mail and how it comes to us. Draw a large envelope on the chalkboard. Show how to address the envelope and where to place the stamp. Have each child address an envelope to his parents and place a stamp on the proper corner. Children can write a simple letter telling about something the class has been doing or getting ready to do. Seal the letters and take a walk to a mailbox. Each child mails his own letter. In a few days, discuss the letter's arrival at home.

THE SCHOOL COMMUNITY

OBJECTIVE: To develop an awareness of the school building, personnel and rules.

L RULES

4-7 **MATERIALS:** Chart paper

PROCEDURE: Discuss why we have rules at school. Guide children to develop rules for the classroom and the school.

L THE SCHOOL BUILDING

4-7 **MATERIALS:** None

PROCEDURE: At the beginning of school, take your class on a tour of the school building. Point out locations such as the principal's office, the nurse's office, the library, the counselor's office, the custodian's room, etc., and their location in reference to your room.

PRINCIPAL
NURSE
CUSTODIAN
COUNSELOR
FRIENDS

S L SCHOOL FRIENDS

4-7 **MATERIALS:** None

PROCEDURE: Discuss the meaning of the word *friend.* Lead the children into a discussion of our school friends, such as the principal, nurse, counselor, custodian, etc. Invite personnel to visit your room and talk to the class about the duties they perform at the school. Children can then make a booklet of school friends.

COMMUNITY HELPERS AND SERVICES

OBJECTIVE: To develop an awareness of the different helpers in the community and the services they provide.

S COMMUNITY HELPERS INTEREST CENTER

4-6 **MATERIALS:** Pictures of community helpers; tools and equipment community helpers use; books and records about community helpers; uniforms and hats worn by different community helpers

PROCEDURE: Develop a community helpers interest center. Children in the center can role play various community helpers. Invite community helpers into the classroom to discuss their roles in the community.

Children match pictures of community helpers to the appropriate tool or equipment.

S PUPPETS

L **MATERIALS:** Small paper bags; colored construction paper; crayons

4-7 **PROCEDURE:** Make community puppets and dramatize how each community person helps.

S COMMUNITY VEHICLES

L **MATERIALS:** Different sizes of boxes

4-7 **PROCEDURE:** Give the children boxes and let them make community helper vehicles such as police cars, fire trucks, mail trucks, etc.

S COMMUNITY MURAL

L **MATERIALS:** Large piece of paper, paint or crayons

6-7 **PROCEDURE:** Children can make a mural showing what a typical community might look like.

THE FIRE DEPARTMENT

OBJECTIVE: To gain an understanding of the services rendered by the fire department.

S
L
4-7

FIRE PREVENTION WEEK

MATERIALS: None

PROCEDURE: Participate in Fire Prevention Week. This is a good time to familiarize the children as to the location of the school's fire extinguishers, fire alarms and all proper exits. Practice fire drills.

S
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4-7

REPORTING A FIRE

MATERIALS: None

PROCEDURE: Discuss the proper method for reporting a fire.

I
4-7

I'M A FIREFIGHTER

MATERIALS: Tape recorder and tape

PROCEDURE: Children can record their own stories about themselves as firefighters.

S
L
4-7

FIRE DEPARTMENT MURAL

MATERIALS: Paper, paint, crayons

PROCEDURE: Children can paint a mural showing the services of the fire department.

S
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4-7

RESCUING PETS

MATERIALS: None

PROCEDURE: By dramatization, children show how the fire department rescues pets.

THE POLICE DEPARTMENT

OBJECTIVE: The children will understand what services the police department provides for the community.

L
4-7

HOW POLICE OFFICERS HELP US

MATERIALS: Pictures of police officers helping people

PROCEDURE: Using the pictures, discuss the different ways police officers help people. Invite a police officer to the classroom to discuss the various duties performed on the job.

S
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4-7

I'M LOST

MATERIALS: None

PROCEDURE: Have someone be the police officer. Children pretend to be lost; they must tell the police officer the proper information so the officer can help them.

S
5-7

POLICE POSTER

MATERIALS: Poster board, paint or crayons, magazines

PROCEDURE: Divide the class into small groups. Each group can make a poster showing the different services that the police department provides.

THE POST OFFICE

OBJECTIVE: The children will understand what services the post office provides for the community.

I
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5-7

SEQUENCING PICTURES

MATERIALS: Sets of postal pictures

PROCEDURE: Give the children a set of postal pictures (such as a set showing the sequence of events from writing a letter to receiving a letter). The children put the pictures in sequence and tell why they arranged them in that order.

S
5-7

BUYING AND SELLING STAMPS

MATERIALS: Play money and play stamps

PROCEDURE: Children dramatize a setting at the post office in which they are buying/selling stamps.

TRANSPORTATION

OBJECTIVE: To develop a basic understanding of transportation.

I S 4-5

TRANSPORTATION COLLAGE

MATERIALS: Magazines; glue

PROCEDURE: Discuss the various types of transportation and for what reasons they are used. Children can cut pictures of different types of transportation vehicles from magazines. The children can then glue them to a piece of paper to make a collage.

S L 4-5

TRAINS

MATERIALS: Pictures of different types of trains

PROCEDURE: Using the pictures, show and discuss the different things trains are used for (cargo, people, etc.). Have the children make a *human train.*

S L 4-7

FLYING KITES

MATERIALS: Kites

PROCEDURE: Use playground or open field away from high lines to fly the kites (one per child or one per small group). After flying kites, the children can discuss air and space travel by describing the differences between how a kite acts on the ground and how it acts in the air. (Have the children try building their own kites.)

I S 4-7

BUILD A WAY TO TRAVEL

MATERIALS: Tinker toys, building blocks, paper, clay

PROCEDURE: Children construct their own means of transportation and then tell about it (what it is and where they will travel).

I S 4-7

TRUCKS - TRUCKS -TRUCKS

MATERIALS: Rectangles, squares, circles; glue; magazines

PROCEDURE: Show children how to make a truck using a rectangle, a square and two circles. Make a truck collage by gluing truck pictures from magazines on the newly made truck.

I S 4-7

PUZZLES

MATERIALS: Large pictures of different means of transportation pasted on cardboard

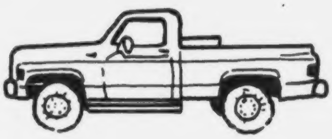
PROCEDURE: Have enough pictures for each child in the group. Discuss the mode of transportation. Then cut the picture into three to ten pieces (depending on the age level). Children work their own puzzles and then trade with others.

I S 4-7

CLASSIFICATION

MATERIALS: Small toy cars, planes, boats, trains and other means of transportation

PROCEDURE: Children group the objects by type, color, size, things that fly, things that go on water, etc. (Older children can use the objects and make up simple math story problems.)



L 4-7

FIELD TRIP

MATERIALS: None

PROCEDURE: Visit the airport, train station, bus station, car dealer, boat dealer, or bike shop. After the trip discuss what the children saw and let them draw pictures. The children can write a thank you letter to the place they visited.

S L 6-7

LONG AGO AND NOW

MATERIALS: Magazines, paper, glue, scissors

PROCEDURE: Discuss how the pioneers traveled long ago, how we travel now and how we might travel in the future. Children work in three groups, each group working on a different time period. Each group can then find pictures in magazines (or draw their own pictures) of their specific period. Each group can then contribute their pictures to form a picture timeline beginning from early means of travel to the future means of travel.

SCIENCE

During early childhood, children are constantly exploring the world around them. This curiosity needs to be encouraged and allowed to grow and develop. Science is knowledge and the systematic learning of truth and phenomena. It is important at this age to help children learn through guided discovery, i.e., observation and utilization of the senses in the *look, smell, taste, feel, listen* approach.

To aid the teacher in providing a richer variety of experiences, the following guidelines may help the young learner to find out more about their physical environment.

- guide children in learning how to solve problems
- be aware of children's interests
- provide children with experiences so they may explore their own world and make their own discoveries (e.g., science corner with display objects such as: rocks, plants, shells, etc.)

Self-motivation occurs when the young learner begins to understand and appreciate science as an integral part of life. The activities that follow should help to enrich the young learner with appreciation and understanding and provide motivation in the science curriculum.

DINOSAURS

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4-7

FOSSIL PRINTS

OBJECTIVE: To give the children an idea of what a fossil is

MATERIALS: Sponges, scissors, tempera, paper

PROCEDURE: Help the children cut the sponges into shapes of fossils. Children then dip the sponge shapes into tempera, press the sponge on to paper making colorful prints.

S
4-7

MAKE A FOSSIL

OBJECTIVE: To give children an understanding of how dinosaur bones have been preserved

MATERIALS: Play Dough (recipe in *Beginnings*), small bones, leaves

PROCEDURE: Children make fossil models by patting out the dough until it is about ½-inch thick. Then press a leaf or bone into the dough, lift the leaf or bone, and let the play dough dry for 3 to 4 days until hard. Discuss where real fossils came from and how they may have been formed.

S
4-7

GO HUNT

OBJECTIVE: To recognize different dinosaurs

MATERIALS: Dinosaur cards made from dinosaur stickers (one set for each child)

PROCEDURE: Two or three children can play this matching game. Using one set of cards, each player begins with three cards. Place the remaining cards in a pile. The first player asks for a card to match one in his hand. If the player asked has the card to match, this player gives it to the first player, who then takes another turn. If the player asked does not have the matching card, this player replies *Go Hunt*, and the first player draws a card from the pile. If the card drawn matches, the first player puts the pair down in view of the other players and takes another turn. If the card does not match, the first player keeps the card in his hand, and the second player takes a turn. The game continues until one player matches all of the cards in her hand.

S
4-7

DINOSAUR BONES

OBJECTIVES: For children to be aware that most animals have bones

MATERIALS: Yardstick, bones of various sizes, old x-rays of bones, ***Digging for Dinosaurs*** by Children's Press.

PROCEDURE: Read the story ***Digging for Dinosaurs.*** Discuss the size of some of the dinosaur bones. Use a yardstick and measure to show the children how long some bones may have been. Display bones and talk about their size and shape and what animal they might have come from. Let the children bring a *mystery bone* to school. Show an old x-ray of bones and discuss ways our bones help us.

S
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4-7

DINOSAUR CHARACTERISTICS

OBJECTIVE: To learn about animals of long ago

MATERIALS: Pictures of dinosaurs

PROCEDURE: Show the picture of each dinosaur. Give the name of each dinosaur and discuss certain characteristics of each dinoaur (such as weight, what it ate, how it moved, etc.). Help children recognize parts of the dinosaurs that resemble parts of today's animals (such as the Trachodon's front feet resemble the feet of a duck).

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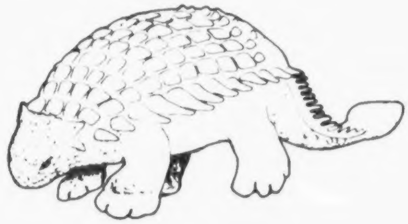
4-7

DINOSAUR MURAL

OBJECTIVE: To provide a better understanding of the setting in which dinosaurs lived

MATERIALS: Long sheet of butcher paper; pictures of dinosaurs; paint or caryons; scissors; paste

PROCEDURE: Draw a background on the paper and children paint or color it. (Six and seven year olds can draw their own background.) The children paste pictures of dinosaurs on the setting.



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DINOSAUR LAND

OBJECTIVE: A better understanding of the dinosaur age

MATERIALS: Dinosaur models (either paper stand-ups or plastic models); papier-mache; twigs for plants; trees and logs; rocks; mirror for water; dirt or sand; a large box in which to build the dinosaur land

PROCEDURE: Help the children make a dinosaur land, making caves with papier-mache, use dirt or sand to shape hills. Place twigs for greenery, rocks for boulders and a mirror for a lake. Children place the dinosaurs around the land and dramatize scenes of long ago. (Each child can make their own smaller version using a shoe box lid.)

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6-7

DINOSAUR NAMES

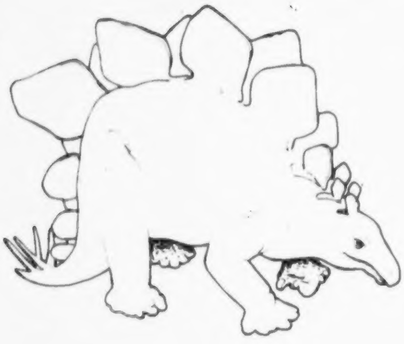
OBJECTIVE: To familiarize children with various dinosaur names

MATERIALS: Guide for pronunciation of dinosaur names

PROCEDURE: Introduce the children to the following types of dinosaurs by showing a picture of each dinosaur and writing its name on the board. Pronounce the name and have the children say the name back

GUIDE FOR PRONUNCIATION:

Land:	Dimetrodon	(dye-MET-ro-don)
	Tyrannosaurus	(tye-ran-o-SAWR-us)
	Triceratops	(try-SER-o-tops)
	Ankylosaurus	(an-kyle-o-SAWR-us)
	Allosaurus	(al-lo-SAWR-us)
	Protoceratops	(prot-o-SER-ot-ops)
	Stegosaurus	(steg-o-SAWR-us)
	Psittacosaurus	(sit-a-ko-SAWR-us)
	Styracosaurus	(sty-rak-o-SAWR-us)
	Oviraptor	(ovi-RAPT-or)
	Ornitholestes	(or-nith-o-LESS-teez)
Air:	Pteranodon	(ter-AN-o-don)
	Dimorphodon	(dye-MOR-fuh-don)
	Rhamphorhynchus	(ram-fo-RINK-us)
Water:	Archelon	(AR-kee-lon)
	Ichthyosaurus	(ik-thee-o-SAWR-us)
	Parasaurotophus	(par-a-sawr-AH-tofus)
	Corythasarus	(kor-ith-o-SAWR-us)
Land and Water	Brontosaurus	(bront-o-SAWR-us)
	Trachodon	(TRAK-o-don)
	Lambeosaurus	(lamb-e-o-SAWR-us)



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DINOSAUR VOCABULARY

L

6-7 **OBJECTIVE:** To enrich and expand children's vocabulary

MATERIALS: Dinosaur vocabulary words printed on cards; chart or chalkboard

PROCEDURE: As dinosaurs are discussed, include the following words and explain how they are used and what they mean.

Vocabulary:

- long ago
- fossils
- skeleton
- museum
- animals
- hatch
- dinosaurs
- scientist
- bone
- extinct
- mammals
- die

Include the names of the dinosaurs as they are learned.

S

DINOSAUR HUNT

L **OBJECTIVE:** To learn some of the characteristics of dinosaurs

4-7 **MATERIALS:** Pictures of dinosaurs

PROCEDURE: This game is similar to the echo game, *Going On A Bear Hunt*; just turn it into *Going On A Dinosaur Hunt*. Once you're inside the cave, describe the various characteristics of a particular dinosaur and let the children guess which one it is. Change the dinosaur each time you tell the story. (Display dinosaur pictures around the room to aid the children in playing the game.)

I

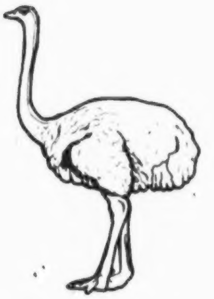
DINOSAUR MATCH

6-7 **OBJECTIVE:** To associate dinosaur names with dinosaur pictures.

MATERIALS: Dinosaur pictures; matching dinosaur names on cards

PROCEDURE: Children match the dinosaur name cards to the right dinosaur picture. This is self-checking if the dinosaur name is also written on the back of the picture.

BIRDS



COMMON BIRDS AND BIRD WORDS

Some common birds:

Robin
Barn Swallow
Blue Jay
Red-headed Woodpecker
Blue Bird
Hummingbird
(the smallest of all birds 3 to 3½ inches long. Three hummingbird eggs will fit in a teaspoon. The hummingbird makes the humming sound with its wings as it beats them in the air.)

Cardinal
Scissor Tail
Oklahoma State Bird - cousin to the Barn Swallow)
Oriole
Ostrich
(largest of all birds, taller and heavier than a man and weighs up to 300 pounds. Baby ostriches are as big as a chicken when they are hatched from their 3-pound egg.)

Bird Vocabulary Words to use:

Birds
Feathers
Migrate
Seed
Beaks
Fly
Mud
String
Eggs
Hatch
Nests
Twigs

S
4-7

MEET MR. BIRD

OBJECTIVE: To recognize some characteristics of different birds

MATERIALS: Pictures, films and books on birds; feathers; nests

PROCEDURE: Show films, read stories, look at feathers and nests of birds. Discuss how birds are like other animals: in ways they breathe, eat, move, have young, make noise, etc. Discuss how they are different: they have feathers; they have two legs and many animals have four legs; they build nests and many animals don't; many birds migrate and most animals don't; birds have beaks; birds hatch from eggs; mother birds lay eggs.

Help the children to begin to identify birds by color and patterns. Suggested questions to ask:

What colors do you see mostly on this bird?
Is the bird large or small?
Where do you see this bird most of the time?
How does the bird walk? (Show the class.)
What kind of noise does the bird make?
What kind of beak does this bird have? (short, flat)
What type of feet does this bird have? (walking, swimming)

S

BIRD MURAL

4-7 **OBJECTIVE:** To identify birds

MATERIALS: Large sheet of butcher paper; magic marker or paint; magazines, bird pictures or pictures of birds the children have made

PROCEDURE: Make a mural with a large tree and put the birds that the children have colored, painted or decorated on it.

S

FEATHER - BIRD MATCH

4-7 **OBJECTIVE:** To compare feathers to the matching bird

MATERIALS: Feathers (can be brought by the children or purchased at craft stores); pictures of birds; paste or stapler

PROCEDURE: Distribute the feathers or let children use the feathers they have brought. Show pictures of birds. Children paste or staple their feathers on matching bird picture by color. Example: blue feather -bluejay; red feather - cardinal; brown feather - scissortail; etc. (Grades 1 and 2 can look through nature magazines to find their own matching bird pictures.)

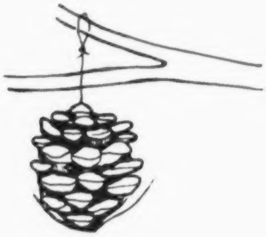
S

PINE CONE BIRD FEEDER

4-7 **OBJECTIVE:** To feed birds during the winter

MATERIALS: Pine cones; strong string or cord; peanut butter; cornmeal; baggies

PROCEDURE: Use a pine cone, tie a string to the small end (for hanging from a tree branch), spread a mixture of peanut butter and cornmeal (about two parts peanut butter to one part cornmeal), roll the coated pine cone in bird seed, and hang from a tree limb. Each child makes one to take home. If taken home, put in a baggie.



S

BIRD FEEDER COOKIES

4-7 **OBJECTIVE:** To feed birds in the winter

MATERIALS: Left-over cooking fat (birds love bacon fat); food coloring; bird seed; old bread; cookie cutters; yarn or string

PROCEDURE: Mix enough food coloring into fat for a bright color. Add bird seed; set aside to let it get firm enough for easy spreading. Cut bread into different shapes or use cookie cutters. Spread bird seed/grease mixture on bread. Make a hole near the top of each piece and tie it to a tree branch with yarn or string.

S
4-7

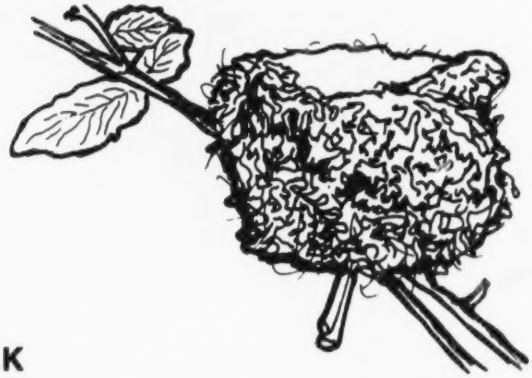
BIRD NESTS

OBJECTIVE: To learn materials used in bird nests

MATERIALS: Old bird nests (which have been sprayed with insecticide); books about bird nests (*The Bird Nest* by P. D. Eastman or *Birds and Their Nests* by Olive L. Earle)

PROCEDURE: Read a book about bird nests to the children. Show the children a bird nest and look it over, then discuss if they could build one. Take a nest apart and discuss the materials that were used and let the children try to put the nest back together. (Be sure that the nest has been sprayed with insecticide and that the children wash their hands with soap and very warm water after handling the nest.) Discuss how the children can help birds build nests by scattering materials such as straw, string, yarn and cotton bits on the ground and in trees. Some questions to ask:

What did the bird use to build this nest?
How did the bird hold the materials together?
Do you think the nest belonged to a small or large bird?



S
4-7

A BIRD WALK

OBJECTIVE: To recognize birds and bird nests

MATERIALS: A nice day; an outdoor area where birds and nests might be observed

PROCEDURE: Go on a bird walk; see how many birds and/or nests the children can find and what kind they are. When the children return from their bird walk, they can dictate an experience story to the teacher.

S
4-7

HATCH AN EGG

OBJECTIVE: To observe birds hatching

MATERIALS: Egg hatching kit

PROCEDURE: Hatch eggs in the classroom. Call or write OSU Extension for egg hatching kits, or buy commercial kits.

ANIMALS FOR THE CLASSROOM

L
4-7

PETS

OBJECTIVE: To observe likenesses and differences in pets

MATERIALS: Pets

PROCEDURE: Children bring pets in cages or on leashes to school. Let the children classify their pets and bring dogs one day, cats the next day, fish the next day, etc. This way all pets won't be at school on the same day. This causes less confusion.

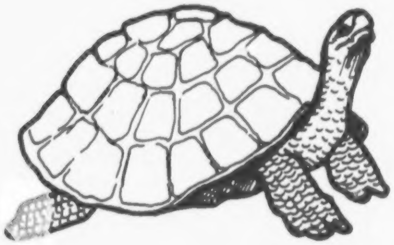
S
4-7

ANIMAL TRIP

OBJECTIVE: To observe animals

MATERIALS: Field trip sites (farm, zoo, pet store, animal preserves, hatchery); adults (1 for every 3 to 4 children); chart; magic markers; paper; pencils; crayons

PROCEDURE: Visit one of the sites mentioned and observe the animals. Upon returning to school, children talk about their favorite animals or discuss how the animals looked and acted. Preschool children dictate a story for the animal chart and draw and color pictures to go with it. Six and seven year olds can write and illustrate their own stories. These can be made into an animal shape book for all to read or be read to and enjoyed. The State Conservation Department may have information about the location of hatcheries, animal preserves and parks. They may also have free or inexpensive leaflets about the animals.



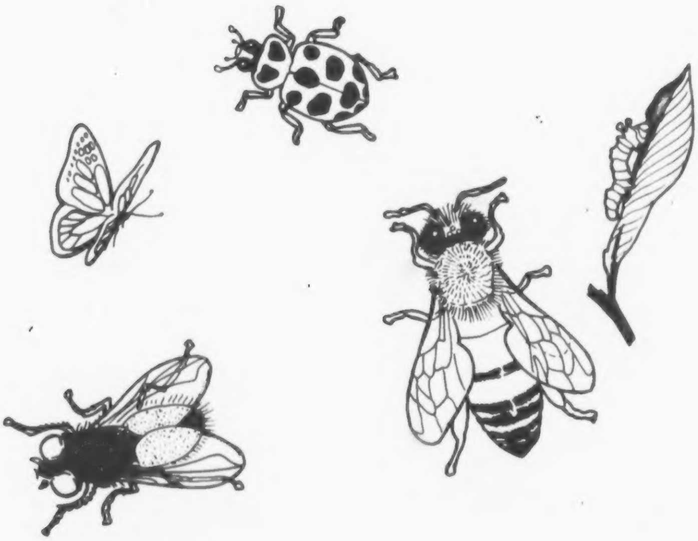
S

ANIMAL HUNT

4-5 **OBJECTIVE:** To discover ways in which insects are similar

MATERIALS: Preserved insects; magnifying glasses; plastic bottles; dark colored paper; can of hair spray or adhesive spray; books about insects; enough adults for a ratio of 1 adult for each 4 to 5 children

PROCEDURE: Ask the children "What is an animal?" After discussing animals, bring about the concept that an animal is any living thing that is not a plant. Show and discuss preserved insects. Discuss where children might find insects. Go on an Animal Hunt. Discuss safety rules before starting the hunt. Look for web-building spiders on windows, walls and bushes. Carefully press a sheet of paper that has just been sprayed with hair spray or adhesive spray to the web and it will stick to the paper. To find crickets and beetles, turn over rocks. Look in flower beds for ladybugs, bumble bees, grasshoppers, ants, and spiders. Look on bushes for caterpillars. Observe the animals through magnifying glasses. To catch some of the insects, take plastic bottles with wide mouths which have holes punched in the lid. Caution the children to let the adults actually catch the insects and for the children not to touch the insects lest they be harmful. Children use the following to help identify insects.



S 4-7

ANIMAL WATCHING

OBJECTIVE: To observe habits of animals

MATERIALS: Books about the animals being observed

PROCEDURE: Children bring small pets or live insects they have found to school. Some pet shops will let you rent or borrow one for a few days. Read stories to the children about the animals that are being observed. Identify the animals and discuss how the animals eat, clean themselves, sleep and look.

S 4-7

ANIMAL HOMES

OBJECTIVE: To associate animals with their homes.

MATERIALS: Pictures of nests, trees, lakes, ponds, a grassy field, bushes and weeds; pictures of insects, fish, frog, turtle, snake worm, spider, birds

PROCEDURE: Children tell and match which picture **home** the animals belong to. Discuss the idea that some animals live in more than one kind of *home*.

S 4-7

I'M THINKING OF AN ANIMAL

OBJECTIVE: To be able to identify animals from given information

MATERIALS: A bag; small pictures of animals about which the children have been learning

PROCEDURE: Put the animal pictures in a grab bag. Children take turns drawing a picture out of the bag and give three clues about the picture. Example: I'm thinking of an animal that flies, likes flowers and makes something we like to eat. What is it?

S 4-7

ANIMAL TALK

OBJECTIVE: To recognize animals by their sounds

MATERIALS: A record of animal sounds; a book telling the noises animals make.

PROCEDURE: Children pretend they are an animal by making the sound which that animal makes. Others guess the animal. Example: Snake - ssss; owl - who-o-o-o; frog - croak; bee - buzzzzz.

I
S
4-7

ANIMAL PUZZLES

OBJECTIVE: To be able to reconstruct pictures of animals.

MATERIALS: Pictures of animals; cardboard; glue; contact paper; scissors

PROCEDURE: Show pictures of various animals about which the class has been learning. Children identify each animal. Glue the animal picture on cardboard and cover with contact paper. Cut the animal pictures into 5 to 8 pieces depending on the age level. Children put the animal puzzle back together. When they have finished, each child tells the name of their animal.

S
4-7

TADPOLES

OBJECTIVE: To study the life cycle of a frog

MATERIALS: Gallon glass jar; fish bowl or aquarium tank; pond water; mud; small algae-covered rocks; frog eggs or tadpoles

PROCEDURE: Spread mud one inch deep in the bottom of container. Fill with water from which the eggs or tadpoles were found. Add rocks. Carefully put eggs or tadpoles into the water. Keep the same water in the bowl so the tadpoles can eat the algae that grows on the rocks. As they grow older feed them bits of hamburger. Children observe the changes that occur as the eggs hatch into tadpoles and the tadpoles go through their cycle into a frog.

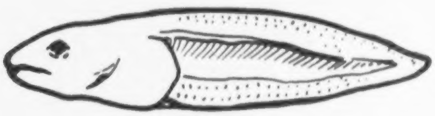
S
6-7

WHICH COMES FIRST -TADPOLES OR FROGS

OBJECTIVE: To be able to tell or show the frog's life cycle

MATERIALS: Pictures of the frog's life cycle (the model from the previous activity can be used to make your own pictures); name cards; paper; pencils; crayons

PROCEDURE: Discuss the frog's life cycle showing pictures and telling about it. Children put the pictures in sequence and match the name cards to the correct picture.



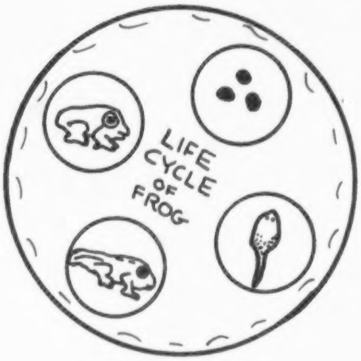
S
6-7

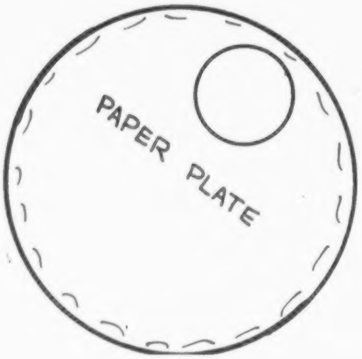
FROG CYCLE WHEEL

OBJECTIVE: To be able to show the cycle of a frog

MATERIALS: Small paper plates; cardboard circles about the size of half dollar; paper; brads; pencils; crayons; scissors

PROCEDURE: Discuss the frog's life cycle. Give each child a paper plate, 1 sheet of paper and 1 brad. Children lay the paper plate on top of the paper and trace around paper plate making a circle the same size as the paper plate. Cut out the circle. Distribute the half dollar size cardboard circles; children lay them near the top of their paper circle and trace around the half dollar circle. Cut the small circle out. Brad the paper plate to the round sheet of paper, being careful to brad in the center of both. Children trace around 4 circles through their paper plate onto their paper taking care that the circles don't overlap. In each circle they draw a picture of the frog's life cycle, beginning with eggs. They can color their small pictures. (This can also be used for a moth or butterfly cycle.)





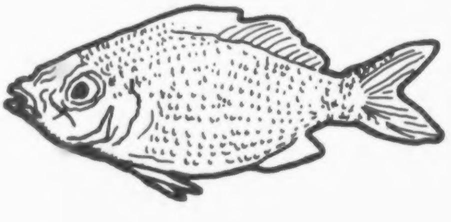
S
4-7

FISH

OBJECTIVE: Observing fish

MATERIALS: Fish bowl or aquarium; sand; aquatic plants; goldfish; 2 or 3 water snails; fish food

PROCEDURE: Place the clean fish bowl or tank where there is light. Cover the bottom with about 2 inches of clean sand. Embed aquatic plants into the sand. Fill bowl or tank with water. Add the fish and snails. Keep the water temperature 55° to 70° F. Children observe the fish, how they swim, eat, etc. Discuss fish kept in fish bowls and fish in lakes or the oceans.



S

SNAILS

4-7 **OBJECTIVE:** To observe snails and their habits

MATERIALS: Fish bowl, sand, dirt, plants, small plastic dish, 2 or 3 snails, pond or lake water

PROCEDURE: Put an inch of clean sand in the bowl. Add several inches of dirt to the bowl. Plant the small plants in the dirt. Fill the dish with water and place it to one side in the bowl. Add the snails to the bowl and observe.

S

SNAILS AND SHELLS

4-7 **OBJECTIVE:** To compare things that have shells

MATERIALS: Nature magazines, oaktag, scissors, glue

PROCEDURE: Discuss snail shells. Then ask what else has shells (nuts, crabs, seashells, turtles, eggs). Children find pictures of things with shells, cut them out and glue them on the oaktag chart, labeling it **Snails and Shells.**

S

SNAILS TRAILS

4-7 **OBJECTIVE:** To study snail movements

MATERIALS: 2 to 3 snails; book about snails; sheets of black construction paper; small rocks and objects such as pencils and erasers

PROCEDURE: Gently place each snail on a black sheet of paper. As the snail slowly moves across the paper it will leave a trail that can be seen. Put an object in front of each snail and watch their antennae touch the objects and pull back. Have a snail race by putting all the snails on the same paper. Discuss why the snails leave a trail and why they touch objects with their antennaes. Read a story about snails.

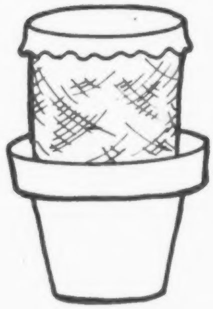
S

INSECT CAGE

4-7 **OBJECTIVE:** To observe insects

MATERIALS: Screen wire, stapler, glue, cloth, flowerpot, grass, dirt, insects

PROCEDURE: Roll the screen wire into a cylinder and staple the lap over. Using a craft glue, glue a circle of cloth over one end of the wire cylinder. Add the insects. Stand the other end of a flowerpot filled with a clump of grass in dirt. Keep the dirt damp all of the time. Feed the insects. Bees and flies will eat honey; crickets will eat bread, peanut butter and dead insects. Most insects will eat grass and leaves. Observe the insects. Insects of different species should not be put together as they will fight or eat one another.



S
4-7

ANTS

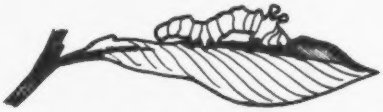
OBJECTIVE: To learn about ants and their habits

MATERIALS: Ant hill with ants; large glass jar; dirt; sand; black paper; string; flat pan; water; shovel

PROCEDURE: Find an ant hill and dig down deep to get a large number of ants. Put the sand, dirt and ants into the jar. Put the jar in a flat pan of water. (Ants will not escape if the open jar is setting in a flat pan of water.) Tie the black paper around the jar for several days, giving the ants time to tunnel near the sides of the jar. Keep the ant jar at room temperature and away from direct sunlight. Feed the ants bits of apple, crumbs, or hamburger. Pour water very carefully on the dirt or lay a wet sponge on the dirt. Children observe the ants at work after the paper has been removed.

S
4-7

CATERPILLARS AND COCOONS



OBJECTIVE: To learn about insects

MATERIALS: Lamp chimney, a very small jar, flowerpot, dirt, fresh twigs, fresh leaves, water, cloth, a caterpillar or a cocoon, rubber band

PROCEDURE: Fill the flower pot with dirt and sink the jar out of the dirt. Fill the jar with water. Push the lamp chimney into the dirt and secure the cloth on top of the lamp chimney using a rubber band. Put fresh twigs and leaves daily into the water jar. Place a cocoon or caterpillar inside the lamp chimney. Caterpillars will eat a lot until they start spinning their cocoons. Keep the caterpillar and cocoons at room temperature. Keep the soil damp in the flowerpot. Children observe the changes in the caterpillar.

S
4-

MAKE AN INSECT HOME

OBJECTIVE: To observe insects at work

MATERIALS: Blocks of wood, large rocks, bricks, books about insects

PROCEDURE: Discuss where insects live. Read stories about insects. Go out on the school grounds and find some likely places where insects might live. (Away from where the children will be playing.) Children put blocks of wood, rocks and bricks in different places on the school ground. Leave alone for a week or two. Then lift up the new homes one at a time and observe the insects living under the wood, bricks and rocks. Discuss what the children see.

ASTRONOMY

S

WATCH THE SHADOW

4-7 **OBJECTIVE:** To give the children an understanding of Earth's rotation

MATERIALS: A sunshiny place in the classroom; one small chair; chalk

PROCEDURE: Place a chair on the floor where the sun shines on it. Outline the shadow of the chair with chalk. Tell the children to observe the shadow every 2 to 3 hours. Re-outline the shadow each time it is observed. Discuss how the earth must move in order for the shadow to change position. Discuss how the shadow gets longer or shorter.

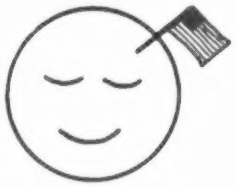
S

THE MOON'S SURFACE

4-7 **OBJECTIVE:** To give children an understanding of the moon's surface

MATERIALS: Clay, small flags

PROCEDURE: Give each child a ball of clay. Children roll the clay into a ball and make craters in the surface of the clay with the blunt end of a pencil. Attach a small American flag (in the party favors section of a store) and stick the flag into the moon to mark the astronauts moon landing.



S

THE MOON'S LIGHT

4-7 **OBJECTIVE:** To show how the moon reflects the sun's light

MATERIALS: Mirror, large ball, flashlight

PROCEDURE: One child holds a ball. Explain that the ball represents Earth. A second child shines a flashlight on the ball. Explain that the flashlight represents the sun. A third child holds a mirror in such a way that the light shines on the mirror and reflects back to the Earth. Explain that the mirror represents the moon. Children see how the light from the flashlight on the mirror reflects back to the ball making it look like the mirror has its own light. Explain how the moon does the same thing.

S
L
5-7

TWINKLE, TWINKLE, LITTLE STAR

OBJECTIVE: To develop an understanding of why stars seem to twinkle and aren't noticed during the day

MATERIALS: Candle, matches, flashlight

PROCEDURE: Discuss the idea that our sun is a star and that there are many other stars, some larger and some smaller than the sun, which don't shine on us like our sun. The greater the distance the less bright the light. Shine a flashlilght on the chalkboard at close range - note the bright, intense light. Next shine the flashlight on the chalkboard from across the room - see how the light is spread out and loses its intensity.

Light a candle and darken the room. Watch the flame flicker. Discuss the candle flickering is like the stars twinkling.

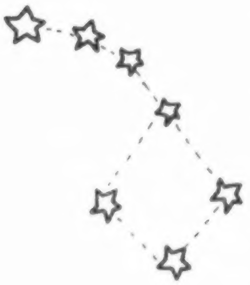
S
6-7

SOLAR SYSTEM VOCABULARY

OBJECTIVE: To make children aware of special words and their meaning

MATERIALS: Chart or chalkboard; chalk or markers

PROCEDURE: As the various words are presented in class discussion add them to the vocabulary list on the board or on a chart



Big Dipper
Constellation
Earth
Jupiter
Little Dipper
Mars
Mercury
mirror
Neptune
North Star
orbit
Orion
planet
Pluto
reflect
revolves
rotate
Saturn
shadow
space
spacecraft
stars
Sun
Uranus
Venus

S
6-7

WHAT CAUSES DAY AND NIGHT

OBJECTIVE: To give children a better understanding of how our Earth goes from day to night to day

MATERIALS: Large ball or globe; flashlight; a gummed star

PROCEDURE: Discuss the fact that the sun is our only natural light. Explain that the flashlight will be the sun and the ball or globe will be the Earth. Put a star on the ball/globe to mark Oklahoma. Darken the room. A child holds the flashlight and shines it on the ball/globe. Slowly rotate the ball/globe letting the children see how the star (Oklahoma) goes from the light (day) into darkness (night) and rotates back to day.

S 6-7

MATCH THE MOONS

OBJECTIVE: To acquaint the children with the names of some of the phases of the moon

MATERIALS: Pictures of some of the moon's phases: full moon, half moon, new moon; name cards for each phase

PROCEDURE: Hold up each picture representing a phase of the moon. Ask the children if they have ever seen the moon when it looked like the picture. Give them the name for each moon phase. Children choose a picture that matches the picture of the moon they saw. Ask, "Have you ever seen the moon when it looked like this? Can you show me the picture that is the same as the moon when you saw it in the sky?"

S 6-7

THREE CLUES

OBJECTIVE: To give a understanding of the planets

MATERIALS: None

PROCEDURE: Give three clues about a planet and let the children guess the planet. They can also give clues to one another

S 6-7

THE SOLAR SYSTEM

OBJECTIVE: To have an understanding of the solar system

MATERIALS: Papier-mache, paint, string, box lids

PROCEDURE: Construct small models of the sun and nine planets with papier-mache. Paint the solar system. Hang the sun and nine planets with string from box lids.

L 6-7

OUR SOLAR SYSTEM

OBJECTIVE: To give children an understanding of our solar system

MATERIALS: 10 children

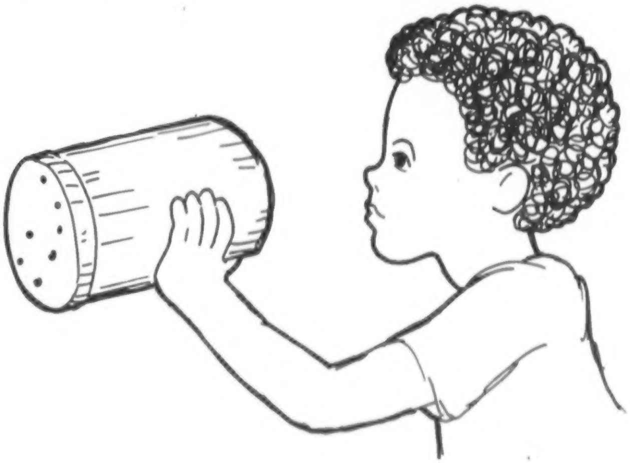
PROCEDURE: Set up a solar system using the children as the planets and place them in correct order from the sun out. The rest of the children name the planets.

S
A PLANETARIUM

6-7 **OBJECTIVE:** To give the children knowledge of the constellations

MATERIALS: Oatmeal boxes; patterns of the constellation with Polaris in the center; tape; scissors

PROCEDURE: Tape the constellation pattern on the lid of the oatmeal box and help the children punch holes (with a pencil) to represent each star. In the bottom of the box, cut a peep hole about ¼ inch in diameter. As the children look through the peep hole, they slowly turn the lid at the other end of the box showing how the constellation revolves around Polaris.



S
PLANETS - MOON - STARS

6-7 **OBJECTIVE:** To understand the difference between planets, our moon and the stars

MATERIALS: None

PROCEDURE: Divide the children into two teams. Ask questions which can be answered by *planet, moon, star.* Examples: What is the sun? Which one is the Earth's satellite? Which have no light of their own?

I
EARTH AND SPACE

4-7 **OBJECTIVE:** To recognize objects that belong on land, water and space

MATERIALS: A large outline of Earth, showing land and water surrounded by outer space; magazines; scissors; paste

PROCEDURE: Children cut out pictures and put them in their right places. Example: on land - people, plants, buildings, cars, animals, rocks; in water - boats, fish, shells; in the air - birds, planes, clouds, kites, sun, stars, planets.

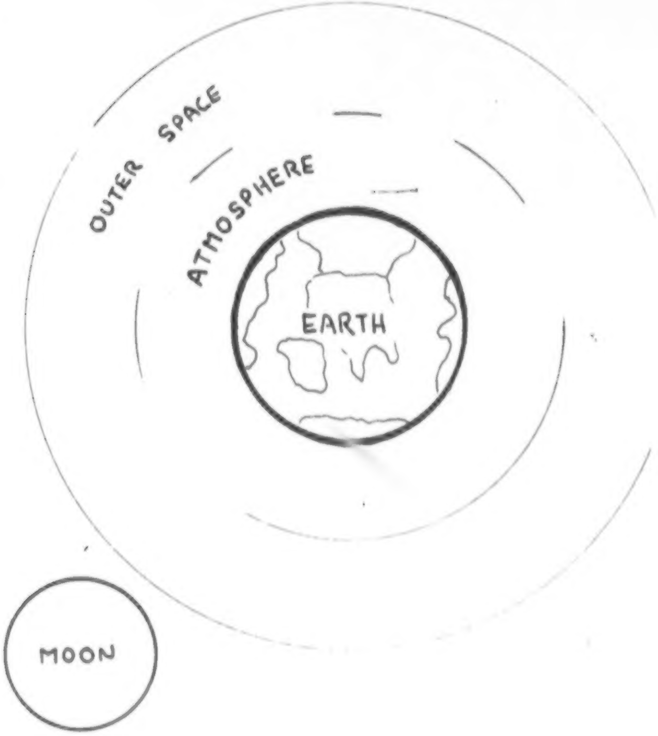
S

A CONSTELLATION

L 6-7 **OBJECTIVE:** To give children an understanding of a constellation and how to identify some constellations at night

MATERIALS: Black paper, a straight pin, a flashlight or overhead projector, constellation patterns

PROCEDURE: Help the class make one large constellation. (Each child or small group can make one.) Put the constellation pattern, one at a time, on top of a piece of black construction paper. Use the pin to punch a hole, representing each star in the constellation. The children can hold the punched black paper in front of a bright light and project the constellation pattern on a wall. Tell the children that these groups of stars are called constellations. Help them find Polaris (North Star). Children trace the patterns with a finger and see if they can guess the name of the constellation that it creates.



HEALTH

HEALTH HABITS

Promoting good health habits should begin early in childhood. Young children need to have the opportunity to learn about the importance of self-care (i.e., putting on and taking off clothing, going to the bathroom, dressing themselves. washing their hands with soap after going to the bathroom and then before eating).

An important responsibility that should be developed during the early childhood years is pride in keeping the classroom clean and sharing this responsibility with the other children. The teacher serves continuously as a model of behavior as well as an example by the standards of cleanliness and good grooming.

Young children need to learn concepts basic to good nutrition. The five basic food groups and general excellent activities are available in the *Nutrition Guide* from the Oklahoma State Department of Education.

BASIC HEALTH HABITS

S
4-7

HAND AND FOOT CARE

MATERIALS: Hand lotion, nail polish, emery boards, nail buffer, etc.

PROCEDURE: Children wash hands and dry them. They take turns rubbing lotion on each other's hands, polishing and buffing nails (boys also enjoy clear polish).

L
4-7

WATER AS A PART OF HEALTH

MATERIALS: None

PROCEDURE: Keep a chart of how much water you drink each day for one week. Emphasize the need for water. (Four glasses per day.)

S
4-7

MIRROR, MIRROR*

MATERIALS: Mirror, articles used for good grooming such as comb, brush, soap, washcloth, toothbrush, shoe polish

PROCEDURE: Show and discuss how each article helps with good grooming. Tape each article around the edge of the mirror after discussion. This gives a visual chart of good grooming. Use this jingle:

Mirror, Mirror,
What do you see?
A girl and a boy
As neat as can be.

Mirror, Mirror,
What do you see?
A boy and a girl
As clean as can be.

Mirror, Mirror,
What do you see?
That neat and tidy child
Mirror, that's me.

---

*Kindergarten Activities. EPDA Program, Southeastern Oklahoma State University. Dr. Edwardine McCoy, Education Department, Durant, OK, 1970-71.

L
4-7

A SEARCH FOR CLEAN

MATERIALS: None

PROCEDURE: Write **Soap, Toothbrush, Washcloth, Water, Shampoo, Hairbrush, Bathtub,** and **Shower** on the board (for primary children use pictures). Ask the children what these things have in common. Which of these things helps you keep clean? What else helps you keep yourself clean? Have the children look through magazines to find things that help keep them clean. They can bring in labels for soap, cleansers, etc. Then talk about when and how they use these things and make a collage.

L
4-7

KEEPING CLEAN

MATERIALS: None

PROCEDURE: Discuss how you keep clean. Use pictures. Discuss step by step instructions for washing hands and face, brushing hair, shampooing hair, brushing and flossing teeth.

Let's say you've been playing outside all day. It's time to get ready for bed. What would you do? Name the different parts of your body you would be sure to wash. Why is it important to keep clean? (To remove germs to smell and feel fresh, etc.) Research Joseph Lister's discoveries about the importance of cleanliness in operating rooms.

L GETTING READY FOR SCHOOL

4-7 **MATERIALS:** None

PROCEDURE: Make a chart showing: a child eating breakfast, combing hair, washing face, dressing, and brushing teeth. Paste these pictures at the top of your chart. Draw enough large columns to divide the pictures then small lines to depict the number of days you want to keep the chart. Children receive special stickers or happy face for each activity accomplished on the chart. (May also use individual sheets for each child and use for a bulletin board display.)

L IMPORTANCE OF REST

4-7 **MATERIALS:** None

PROCEDURE: Children will identify water, food and sleep as basic needs of life and health.

Discuss various positions for sleep (babies vs. elderly); types of sleep (great fatigue vs. mildly tired); point out how they sleep on long car vacations (physically tired vs. mentally tired).

Discussion: When do you rest? How long do you sleep? How do you feel and act when you have stayed up late at night? How can water help you grow? Why do we need food to help us grow?

To extend awareness of the importance of rest, food, and water: (1) Chart children's average sleep time for a week or longer; (2) Have children keep track of what they eat and drink for one day.

Discuss which foods are nutritious; how much water they should drink, etc.

Draw favorite sleep position.

Discuss when they rest daily and why. Discuss how often during the day they rest. Compare summer to winter. Is there a difference? Decide how they feel before and after rest. Cite examples of various activities (running, baseball, walking, etc.) and decide whether one would rest or sleep. Chart average sleep per week per child. Compare how one feels when one is short of sleep.

L

EYE AND VISION CARE

S **MATERIALS:** Construction paper and string

4-7 **PROCEDURE:** When studying Eye and Vision Care, have the students make eyepatches to wear for one day to simulate visual impairment. Hold a discussion the next day on the differences students noticed in:

(1) their ability to do schoolwork - read, write, color
(2) their ability to eat and drink
(3) their ability to play
(4) the way other people treated them.

This activity really drives home the point that eye care is very important.

I

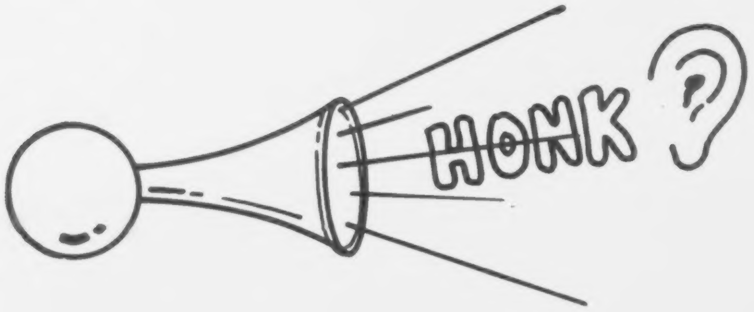
CHECKING ACUITY

4-7 **OBJECTIVE:** To screen children for hearing loss

MATERIALS: Watch or clock that ticks loudly

PROCEDURE: Work with each child individually. Have the child sit in a chair facing a plain wall. Say to the child, "I'm going to hold this watch close to your ear. When you hear the watch ticking, raise your hand."

Next, move the watch slowly away from the child's ear. Say, "When you no longer hear the ticking, put your hand down." (Demonstrate what you mean by "...raise your hand; ...put your hand down.")
Most children should be able to hear the watch ticking from 8 to 12 inches, depending on the loudness of the watch. Be alert for the child who cannot hear the ticking up close to the ear.
Follow-up: Contact the parents of those children who you suspect are having difficulty. Don't take a chance on a child's hearing. Recommend immediate testing by professionals.



L
4-7

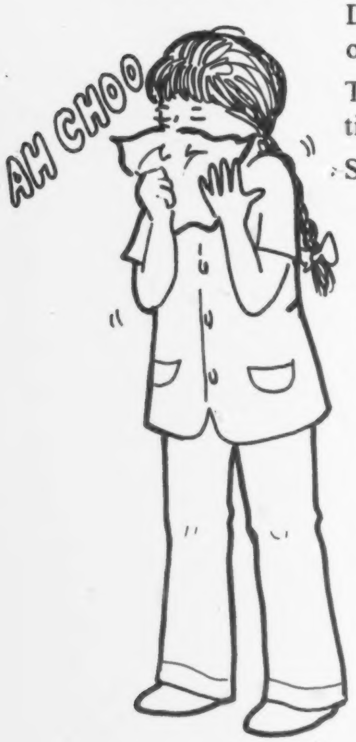
SNEEZING AND COUGHING

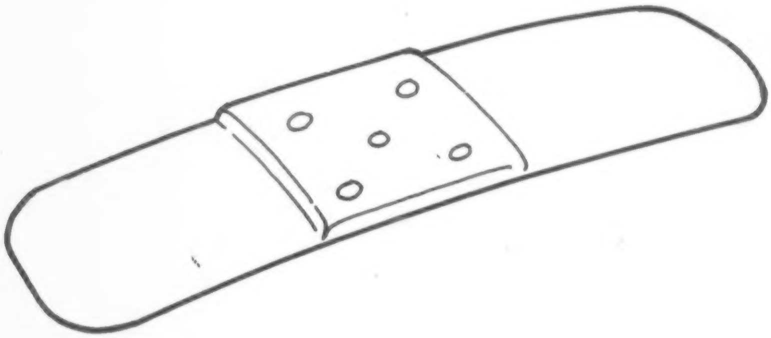
MATERIALS: Construction paper, tissue, popcicle stick

PROCEDURE: Discuss and demonstrate ways to avoid spreading and catching Disease Microbes from sick people. Demonstrate covering mouth or nose when coughing or sneezing.

Trace and cut out outline of hand on construction paper. Place a tissue in the hand. Hand could be glued on popcicle stick.

Slogan or poem may be written on the hand.





FIRST AID

Demonstrate/practice keeping wounds clean.

If you get a small cut, you should wash it out with soap and water. Discuss the reasons.

Use old magazines and have students cut out pictures of possible first aid equipment such as soap, bandaids, cloth, ice, etc.

Discuss: Getting help from an adult; lying still when hurt.

Help children realize importance of going for help when they run into a situation that requires FIRST AID and they aren't sure what to do.

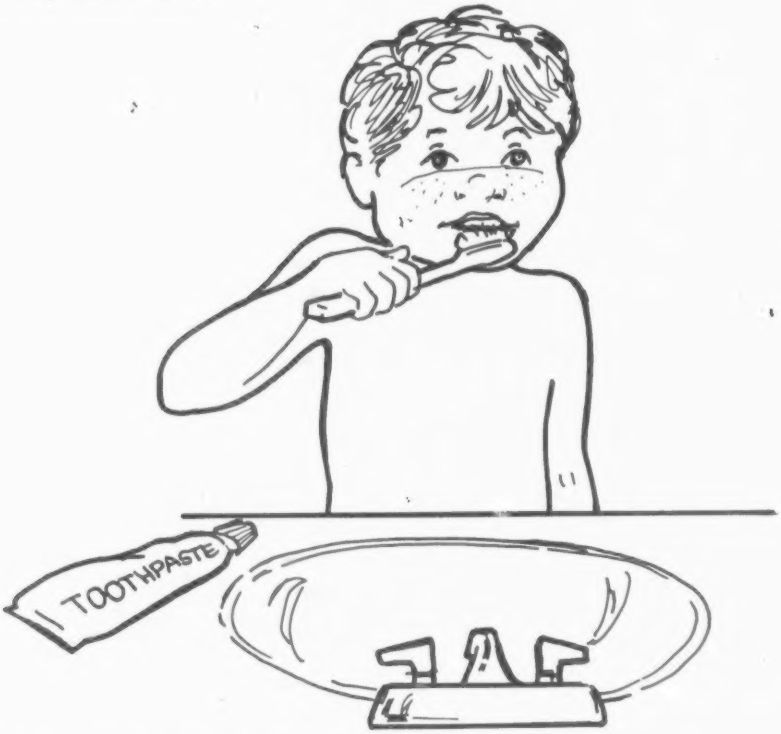
Discuss: If it is a deep cut, go to someone for help, but in the meantime get a towel and apply pressure or gentle push to the wound.

Recognizing danger symbols on labels. Have students discuss with parents and bring from home a list of warning labels they have found.

Talk about what you do when you burn yourself, such as putting ice on the burn or running cold water over it.

DENTAL CARE

Many young children will not have sufficient wrist motion for proper brushing of the teeth. They should, however, be taught the correct procedure. A large plastic model of a set of teeth with an oversized brush may be provided for children to practice the up, down, and circular motions required for efficient brushing. Children should be exposed to the role the teeth play in keeping our bodies working well - that of cutting and chewing our food so the body can use it. They can learn that foods such as apples and carrots are good for our teeth, but that soft drinks, candy and chewing gum are bad for our teeth unless the sugar is removed by swishing water through the mouth or brushing our teeth immediately afterwards.*



OBJECTIVES: The children will be able to . . .

. . . learn the proper procedure of brushing their teeth.

. . . see what effects different foods have on their teeth

. . . recognize the causes of tooth decay.

. . . learn the essential rules for good dental care.

. . . recognize how their dental health care rates.

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*Kindergarten Activities. EPDA Kindergarten Program. Dr. Edwardine McCoy, Education Department, Southeastern Oklahoma State University, Durant, OK, 1970-71.

ACTIVITIES: Ask a dentist or dental student to visit your class. Stress preventive dentistry in the discussion. Children may prepare questions ahead of the visit. How do dentists and their helpers help you? Tell about a time you went to the dentist. What was it like?

Discuss the use of teeth for eating, speech, and appearance.

Try eating an apple without using teeth.

Discuss importance of teeth in speaking. After discussion, have children pronounce words such as thirsty, thank you, thistle, etc.

Show and discuss pictures of people smiling. Illustrate how some of these people would look with missing teeth by blackening a few of the teeth.

Make a class **Lost Tooth Book**. When child loses tooth, he gets to draw and sign his name in book.

Demonstrate correct procedures and practices of good dental care. Include brushing and flossing. Use model.

Demonstrate ways of cleaning teeth when a brush isn't available (swish and swallow, etc.).

Demonstrate ways of storing teeth cleaning apparatus. Make a toothbrush holder (ice cream containers work well).

Have students bring objects from home. Classify objects/pictures -*used for dental care, not used for dental care*.

Teacher/students bring pictures of foods from home. Classify foods as: (1) contributing to decay, (2) not contributing to decay.

Observe the progress of decay in two apples by breaking the skin of one and leaving the other intact. Place both apples in a place where they can be seen for a few days and relate to what happens in the dental decay process.

Have a class activity in toothbrushing. Each child will need a toothbrush and separate cup of water (toothpaste is not necessarily needed). This activity allows the teacher to instruct those children who are having difficulty.

Display a collection of magazine pictures about dental health on bulletin board or arrange the room with pictures, models and objects pertaining to various aspects of dental health (dental tools, animal teeth, human teeth, tooth models - healthy and decayed -toothbrushes, etc.).

Prepare posters or displays on dental health.

Have children prepare a daily brushing chart to be taken home and hung in the bathroom to record when their teeth have been brushed or rinsed.

THE CHILD AND SAFETY

The health and safety of children is a major consideration of any school and/or organization responsible for the care and safety of children.

A **common sense** approach to safety includes the following reminders:

- Be alert to any dangerous situations and report them at once
- Do not leave children unsupervised at any time
- Know where every child is and what he is doing
- Be up-to-date on basic first aid techniques
- Remember **First Aid** is only used until a physician's service can be secured
- Be aware of the legal responsibilities within the school district
- Make it practice to inform parent when a minor accident has occurred at school.

The following general goals need to be an integration of the school environment:

- Child safety should be approached in a thoughtful, intelligent manner
- Children need to learn how to be careful without being fearful
- Changing needs of the child should be recognized in relation to the developmental process.

No one wants an emergency situation to occur, but when one does occur the procedures below will help:

1. Remain calm and think clearly
2. Determine if prompt first aid is needed and if the child should be taken to a hospital, physician or home (depending on parental decision)
3. Notify parents, relative or guardian as soon as possible
4. Decide when or if to move the child
5. Be prepared to give appropriate information, e.g.,
   - child's name, parents name, address, telephone number (home and business)
   - name, address and phone number of nearest relative or friend who will respond in an emergency
   - notation of any known allergies
   - child's blood type (if known)
   - other information:
     Is child epileptic or diabetic?
     Is child on medication?
     What innoculations has child had?
6. Immediate telephone numbers of:
   - Medical doctor
   - Nearest police station and/or highway patrol and fire station
   - Hospital
   - Ambulance Service
   - Poison Control Center (a toll-free number is available from any physician)

   (These numbers should be posted for easy access)

DANGER SIGNS:

1. Bleeding from mouth, nose, ears, rectum or in the urine.
2. Vomiting.
3. Breathing difficulties.
4. Headaches.
5. Dizziness, stumbling, unconsciousness.
6. Abnormal paleness, redness or other discoloration of the skin.
7. Extreme changes in body temperature.
8. Punctures in the skin that could have been caused by animal, snake or insect.
9. Burns or stains around the lips or inside the mouth.
10. Changes in the appearance of the eyes - redness, one pupil bigger or smaller than the other.
11. Persistent crying.

Don't be guided by these symptoms alone. Use your judgment and intuition. If your senses tell you something isn't quite right, seek assistance. There have been numerous cases where intuition has saved a child's life.

The faster an emergency is met, the better the chances are of minimizing the risk involved.

SAFETY POEMS AND HANDPLAYS

SAFETY

Red says STOP,
(hold right hand in stop gesture)
And green says GO.
(extend right arm with index finger pointed)
Yellow says WAIT;
You'd better go slow!
(with index finger pointed, wave right hand across body)
When I reach a crossing place
(cross arms at wrists)
To the left and right I turn my face..
(turn head left, then right)
I walk, not run, across the street
(make fingers walk)
And use my head to guide my feet.
(point to body parts)

THE POLICEMAN

On the corner the policeman stands
(stand straight and tall)
Directing traffic with his hands.
(hold up hands as if to stop traffic)
If I watch him and obey,
(shield eyes with hand to watch)
I'll cross safely on my way.
(walk in place or around room)

RED LIGHT

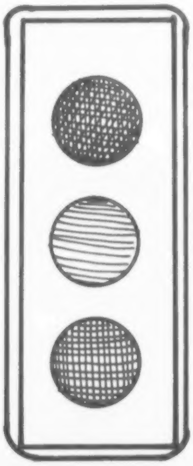
Red light - stop!
Yellow light - no!
Wait for the green light
Then you can go!
(nod head, make fingers walk)

SAFETY

I stop on the corner
I watch for the light
I look to the left
I look to the right.
If nothing is coming
I start and don't talk
I go straight across
I am careful to walk

RED LIGHT, GREEN LIGHT

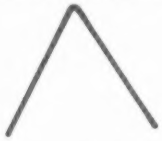
Red light says, "Stop, stop, stop."
(hold up hand to stop traffic)
Yellow light says, "Wait, wait, wait."
Green light says, "Go, go, go."
(signal with hand for traffic or children to go)



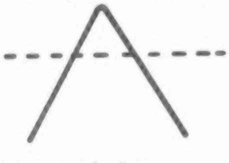
SAFETY MAN

(Poem and Picture)

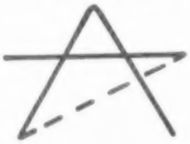
Draw a man with his feet wide apart.
He's a safety man right from the start.



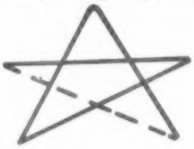
Out go his arms but he doesn't hit.
He's a safety man. You can bet on it.



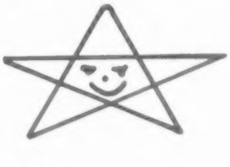
He never runs in the room.
His head won't go boom.
He bends down low
To touch his opposite toe.



Pushing at the drinking fountain is out.
He knows what safety is all about.
Now, down once more with the other hand.
Look, boys and girls, you've made a safety star man.



Now, can you find a place to give him a happy face?



SAFETY

Stop, Look and Listen
(hold hand out for stop, circle eyes with hands, then point to ears)
Before you cross the street
Use your eyes, use your ears
And then use your feet.
(point to feet)

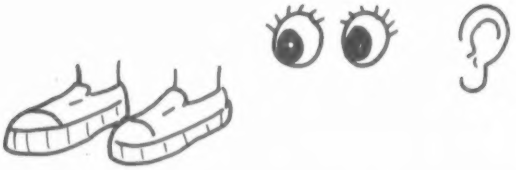
CROSSING THE STREET

I can walk fast
  (walk fast
And I can walk slow
  (walk slow)
But at the corner
I stop just so.
  (stop, stand still)
I wait 'til the light
  (stand still)
Says, "You can go."
  (look at light, nod)
I look both ways
  (turn head left, then right)
To be sure you know.
  (walk)

NO, THANK YOU

Come to the store with me!
"No, thank you," I can say.
I must ask my mother
If I may go today.

Come and ride with me!
"No, thank you," I can say.
I must ask my mother
If I may go today.



VEHICLE SAFETY

S AUTO SAFETY PICTURE

4-7 **MATERIALS:** Scraps of ribbon; construction paper circles; glue

PROCEDURE: Create a picture of a car using the ribbon as the seat belt and the circle as the steering wheel.

S TRAFFIC LIGHTS

4-7 **MATERIALS:** One-half gallon size milk carton; 4 red, 4 yellow, 4 green circles from construction paper; glue; strips of black construction paper large enough to cover the whole milk carton

PROCEDURE: Glue the black strip of paper around the carton. Glue the circles down the side in the right order. Explain that some traffic lights have lights on all four sides and proceed to glue the rest of the circles in the correct order.

S SCHOOL BUS

4-7 **MATERIALS:** Shoe boxes or brown paper bags; newspapers; tempera; construction paper or plastic butter lids

PROCEDURE: Stuff shoe boxes or paper bags with newspaper. Paint the sides of the bag, being sure to remember the windows and the door of the bus. Cut circles from construction paper or use the lids from butter tubs for the wheels.

L STOP, STOP, GO

4-7 **MATERIALS:** None

PROCEDURE: **Stop, Stop, Go** is played like **Duck, Duck, Goose** so everyone must sit in a circle. Choose one child to be first. The child will go around the circle tapping each child on the head saying *stop, stop, stop*. When she says *go*, and taps a child, that child tries to get back to the other child's place before he is caught. If he is caught, he must sit in the middle of the circle (the jail) until someone is caught, and then he may return to the circle.

S
4-7

DIRTY NUMBERS

MATERIALS: None

PROCEDURE: Read the following story to children and discuss it. Let them guess about what Linda wrote in the dirt. Keep questioning and stressing the fact that a plan could help the police catch the bad man. Suggest that Linda wrote down his license number. Ask what a child could use to write the number down in the dirt. (A stick or finger.) Go outside and practice writing license numbers in the dirt.

A Story Activity Concerning Strangers

One day as Linda was walking home from school, a car stopped near her. A man said, "Do you know where Bailey Street is?"

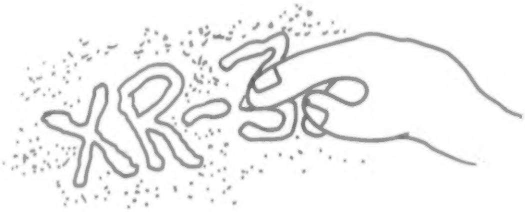
"Yes," said Linda. "It is six blocks past our school. You go that way." Linda pointed in the right direction.

"I've been that way. I couldn't find it," said the man. "Tell you what, I'll give you a dollar if you'll get in the car and show me the way. I'll take you home afterwards."

Linda would have liked the dollar. That was a lot of money, and Bailey Street wasn't far away. It would only take a minute to show the man, but she remembered what her mother had said about never getting into cars with strangers. So Linda shook her head and said, "No, thank you." Then she started to walk away as fast as she could.

The man drove away slowly. That was when Linda remembered her plan. She turned quickly, stopped down and wrote something in the dirt.

Can you guess what Linda wrote?



S
4-7

WHEELS AND FEET

MATERIALS: Blocks, large toy cars and trucks

PROCEDURE: Make an intersection with blocks. Use cars and trucks on streets. Other children may dress up and be pedestrians. Drivers should observe traffic rules at intersections.

S

STOP AND GO

L **MATERIALS:** A sign made from cardboard and construction paper with stop on one side and go on the other side; a policeman's badge or hat 4-7

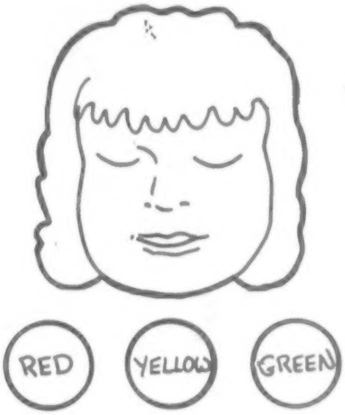
PROCEDURE: Use stop and go signs. Let one child be the policeman and turn the signal for stop and go. The rest of the children follow the teacher around the room obeying the policeman.

S

RED MEANS STOP . . .

4-7 **MATERIALS:** Red, yellow and green paper circles

PROCEDURE: Ask children to close their eyes then open them as you hold up colored circles (red, yellow, green). See who can identify the color and tell you what it means first.



S

SAFETY LISTENING

4-7 **MATERIALS:** Pretaped traffic sounds (fire truck, police car, etc.); tape recorder

PROCEDURE: Tape the sounds of fire trucks, police cars, ambulances and school fire alarm. Discuss the differences in sounds and see if children recognize each.

S

SEAT BELT PRACTICE

4- 5 **MATERIALS:** A seat belt; chair

PROCEDURE: Obtain a seat belt and attach to a chair. Place in blocks or dramatic play area. Practice fastening belts when they enter a car.

S

FIRE SAFETY ROLE PLAYING

L **MATERIALS:** None

4-7 **PROCEDURE:** Children act out what to do in case of a fire (at home and at school). They could dramatize with puppets also.

Plan a fire drill. Have a special bell for calling children for practice drill. This will be very helpful for kindergarten children in addition to the regular all-school drills.

Walk to a fire plug and discuss how it is used.

S

PLAYGROUND SAFETY

L **MATERIALS:** Playground equipment

4-7 **PROCEDURE:** When using the playground equipment, group the children together and explain how to safely use the equipment and the rules which have to be followed.

S

CLASSROOM SAFETY

4-7 **MATERIALS:** None

PROCEDURE: At clean-up time have children look for ways to make the room safer; by picking up their toys so no one will have to climb or trip over it.

S

BUS RIDE FUN

4-7 **MATERIALS:** Several chairs

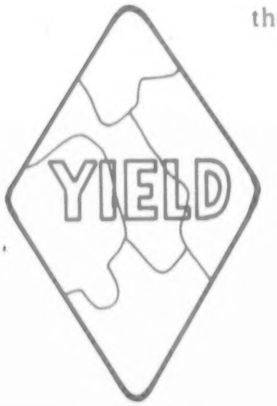
PROCEDURE: For a role-playing activity, arrange school chairs to form seats on a bus. Take turns being the driver and the passengers and show safe ways to get on and off a bus.

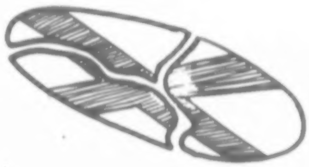
I

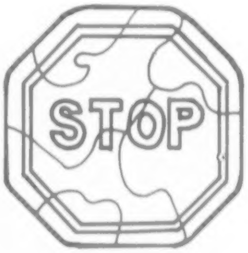
TRAFFIC SIGN PUZZLES

4-7 **MATERIALS:** Posterboard; construction paper

PROCEDURE: Help children recognize the importance of traffic words by letting them put together various street sign puzzles they have made on their own.







S
L
4-7

KING PUSHER

MATERIALS: A large circle on the ground

PROCEDURE: Explain to children that there is a time to push and not to push. Let children suggest times not to push. Then play game which allows them to push.

1. All boys stand inside the circle. (girls get a separate turn)
2. Fold arms behind back.
3. When teacher says *go* try and push each other out of the circle by using shoulders.
4. Anyone who steps outside the circle is *out*.
5. Anyone who unfolds his arms or falls down is *out*.
6. The last one left is *King Pusher* of the circle.

BIKE SAFETY ACTIVITIES

* Bring a bike or two into class. Have students look at how the pedals, gears, wheels, brakes, and so on, work. Tape labels to the various parts until pupils can name each one easily.

* Make a list of state or county laws concerning bike riding. In many states, there is an age limit for riding bikes on the sidewalk. Check with your police department for local ordinances.

* Make a chart of basic maintenance procedures. Then, working in pairs, have pupils go through the chart and perform the tasks on a real bicycle.

* Learn the hand signals for riding in traffic. In turn have pupils stand in front of the group (with back to group as if riding with them in traffic) and make several hand signals. Class calls out what the rider is about to do.

* Investigate the community and compile a list of cycling trouble spots or hazards. Illustrate them on a map.

* Make a list of recommended improvements for safer cycling in the community. This list might suggest ways to eliminate the trouble spots the group listed in the previous activity. Present the list to the police department or to the city council.

* Develop role-playing situations to illustrate bicycle safety.

* Set up an obstacle course on the playground and have students follow the course on a bicycle.

* Have bicycle rodeo with events that reinforce bike safety rules.

COOKING

Everyone loves to eat! And learning to cook favorite foods and snacks adds to the fun. The recipes provided in this section will encourage the use of cooking as an educational tool, giving the children a variety of experiences in social, emotional and academic skills (see details in *Beginnings*, pp. 202-206 and *Mix, Stir, Blend*). Children will beam with success as they chop, mix, grate and pare while gaining pride and a sense of accomplishment in these real life situations.

You will find recipes in this section for fixing snacks or an entire Thanksgiving feast. Recipes are for individual portions unless otherwise indicated. Good nutrition has been considered, and recipes provide healthy food and help to develop good eating habits. Included are helpful hints, a list of nutritious snacks, and special holiday treats.

The wonderful smells from your classroom kitchen will have teacher and children alike ready to *Come and get it*.

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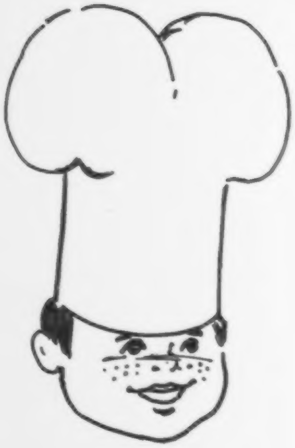


ADDITIONAL COOKING HINTS

(see pp. 204-205 of *Beginnings*)

For young children, draw a symbolic picture recipe to be "read" by children while cooking. Note examples on pages 206 and 210. As the reading ability matures in older children, eliminate pictures and encourage the reading of recipes. This stimulates motivation in the areas of word recognition and comprehensions.

Use deep measuring spoons to facilitate measuring liquids.

Use small narrow bowls that taper at bottom. It is hard to scoop ingredients out of a flat, wide bowl.

Use popcicle sticks to label with child's name for identification of individual portions.

With most recipes poured into muffin tins, paper liners may be used.

Substitute equivalent measures for a variety of counting experiences; e.g., 3 t. =1 T.

Whip eggs very well to cut the viscosity. In most recipes add 2 T. water or milk to help scoop it up with a spoon.

Sift all dry ingredients, if desired, for the experience.

Buy a set of measuring spoons that include 1 T., ½ T., 1 t., ½ t., ¼ t., ⅛ t.

For young children, combine liquid or dry ingredients into a mixture so that the recipe only has 4 or 5 ingredients.

SYMBOLS FOR RECIPES

T. = tablespoon
b.p. = baking powder
t. = teaspoon
b.s. = baking soda
C. = cup
d. = drop
p. = pinch

Equivalents

1 egg = ¼ C.
3 t. = 1 T.
4 T. = ¼ C.

BEVERAGES

Phantom Floats

1 quart grape juice
1 quart ginger ale
1 quart lime sherbert
whipped topping (ingredients for 8 floats)

Fill glass half-full with grape juice. Add scoop of lime sherbert. Add ginger ale until the glass is almost full. Stir. Spoon on a glob of whipped topping. (Serves one)

Orange Sips

1 orange
1 porous peppermint stick

Roll the orange between your hands until soft. Cut an X in the orange with a knife. Insert the peppermint stick in the X and enjoy sipping.

Ticklish Tea

¼ C. ginger ale
¼ C. orange juice

Pour ginger ale and orange juice into a tea cup. Stir a few times. Add 1 ice cube. Giggle when the bubbles burst in your nose.

Lemonade

1 lemon
¼ C. water
2 t. honey
ice cubes

Pour hot water into a glass. Add 2 t. of honey to water. Stir until dissolved. Squeeze lemon to fill 2 teaspoons. Add juice to glass. Add 3 ice cubes and stir.

Christmas Drink

Drop red or green food coloring into a glass of milk for a Christmas treat.

Egg Nog

2 T. whipped egg
2 t. honey
p. salt
½ C. milk
⅛ t. vanilla

Beat together egg, honey, salt. Add milk and vanilla. Beat. Sprinkle with nutmeg.

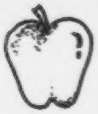
SALADS

Apple Salad

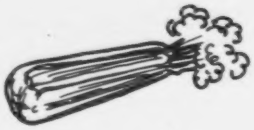
¼ apple with peel
¼ stalk celery
1 t. chopped nuts
5 raisins
1 T. mayonnaise mixture (1 C. mayonnaise, 1/3 C. sugar)

Chop or slice apple and celery. Add other ingredients.

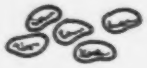
Picture Recipe



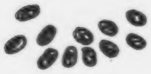
chop ¼ apple



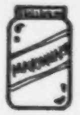
chop ¼ celery stalk



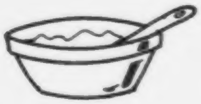
1 t. chopped nuts



5 raisins



1 T. mayonnaise



Mix

Pumpkin Cup

½ orange
¼ apple
2 orange sections
toothpick
¼ banana
5 grapes
3 cherries

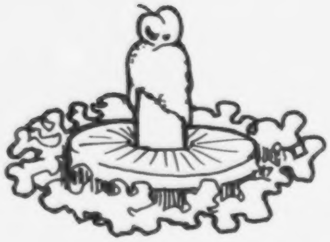
Cut off top of an orange, preferably naval variety. Remove inside and fill with fruit. Slice apple and banana. Put a toothpick on the top which can be used as the eating utensil. Also draw face on orange with black marker.

Potato Salad

½ potato, cooked in jacket
¼ egg, cooked and peeled
¼ t. relish
1 T. mayonnaise
p. salt

Peel potato. Chop potato and egg. Add other ingredients.

Candle Salad



1 cherry
a glob of peanut butter
½ banana
1 pineapple slice
lettuce leaf

Place pineapple slice on lettuce leaf. Stand half of a banana in center of pineapple. Add a glob of peanut butter to top of banana. Top the candle with a cherry flame.

Fruit Whip

2 T. applesauce
⅛ t. lemon juice
2 T. sweetened whipped cream
1 t. raisins
p. salt

Mix first 4 ingredients. Fold in whipped cream.

MAIN COURSE

Mini-Pizza

1 canned biscuit
1 t. grated mozzarella cheese
2 small pepperoni
1 T. tomato sauce
1 t. grated Parmesan cheese

Flatten a biscuit and spoon tomato sauce on it. Sprinkle mozzarella cheese on sauce. Put pepperoni on the cheese. Sprinkle meat with Parmesan cheese. Bake in toaster oven for about 10 minutes.

Vegetable Soup

A variety of vegetables
(carrots, celery, potatoes, onions, beans, tomatoes, etc.)
2 cans of beef broth
p. salt
water

Pour beef broth into electric skillet. Each child adds 2 T. water to broth.; children then wash, scrape or peel vegetables and cut them in pieces. Add to soup. Add salt. Cover and cook slowly until tender. Add water as needed. This will serve the class.

Muffin Meat Loaf

1 egg
¾ C. oats
3 T. chopped onion
½ C. grated cheese
½ C. milk
1 pound ground beef
1 t. salt

Combine all ingredients. Mix well. Spoon mixture into greased muffin cups (lined). Bake at 350° for 1 hour. Cool slightly before removing from muffin cups.

BREADS

Banana Bread

2 T. whole wheat flour mixture
    (1 C. flour, ⅛ t. b.s., 1 t. b.p., ½ t. salt)
½ T. honey mixture
    (½ C. honey, 1 t. vanilla)
½ T. oil
½ T. egg
¼ banana, mashed

Mix all ingredients. Pour into muffin tins. Bake at 350° for 30 minutes in a greased or lined tin.

Cranberry Nut Bread

2 t. sugar
2 t. orange juice
½ T. chopped nuts
½ t. egg
2 T. biscuit mix
2 T. chopped cranberries

Combine all ingredients. Pour into lined muffin tin. Bake at 350° for 30 minutes.

Applesauce Muffin

2 T. whole wheat pastry flour mixture
    (2 C. flour, 2 t. b.p., ½ t. salt)
1 T. appleasauce mixture
    (1 C. applesauce, 1 t. cinnamon)
1 t. egg
½ T. oil
1 T. brown sugar

Mix all ingredients. Pour into a lined muffin tin. Bake at 350 ° for 20-25 minutes.

Popover

2 T. flour
2 T. milk
2 T. egg
2 p. salt

Combine all ingredients. Pour into greased muffin tins. Bake at 450 ° for 40 minutes. Take time in the beginning to watch it pop.

Creamed Corn Muffin

2 T. corn muffin mix
½ T. cheddar cheese, grated
1 T. creamed corn
2 t. egg

Combine all ingredients. Pour into lined muffin tins. Bake at 400° for 15-20 minutes.

Pancake

2 T. biscuit mix
1 t. egg
2 T. milk

Mix all ingredients. Pour onto greased griddle.

Use same recipe for banana, blueberry, or apple pancakes. Add 1 T. of desired ingredient.

Tortillas

4 T. Masa Harina[1]
3 T. water

Mix. Roll into 2 balls. Flatten by hand or in a tortilla press. For soft tortillas brush skillet with oil and fry briefly on both sides. For crisp tortilla fry longer in deeper oil.

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[1] Dough that is rolled around tamale filling

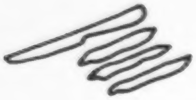
VEGETABLES

Green Bean Casserole

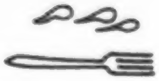
3 green beans (parboiled)
1 fork of bean sprouts
½ t. minced onion
1 T. cream of mushroom soup

Cut green beans. Mix all ingredients. Pour into muffin tins. Bake at 350 ° for 30 minutes.

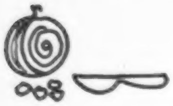
Picture Recipe



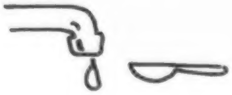
3 green beans



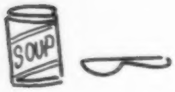
1 fork bean sprouts



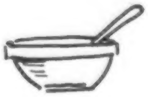
½ t. onion



1 t. water



1 T. soup



Mix

Sweet Potato Pie

1 slice cooked sweet potato (yam)
½ T. brown sugar or honey
1 t. egg
½ t. margarine
3 small marshmallows or 1 big one cut up

Mas potato. Add sugar, egg, and margarine. Put into lined muffin tins. Top with marshmallows. Bake at 350° for 30 minutes.

Candied Carrots

½ cooked carrot
1 t. brown sugar
½ t. honey
1 t. margarine

Cut up carrots. Put in muffin tin. Add other ingredients. Bake at 350° for 20 minutes.

Vegetable Pie

4 T. vegetable mixture
(3 zucchini, 2 onions, 2 carrots)
1 T. egg
⅛ t. seasoning mixture
(1 t. salt, ½ t. pepper, 1 t. oregano)
2 T. jack cheese, grated
½ T. oil

Grate vegetables or put through a meat grinder. Add other ingredients. Pour into greased muffin tins. Bake at 350° for 20 to 30 minutes.

Eggs

Deviled Egg

½ hard boiled egg
¼ t. mustard
paprika
1 t. mayonnaise
p. salt

Mash egg yolk. Add other ingredients except paprika. Put yolk back in egg white. Shake on paprika.

Egg Salad

½ egg, hard boiled
1 T. mayonnaise
1 inch slice of celery
p. salt and pepper

Cut or chop egg and celery. Mix all ingredients together.

Scrambled Eggs

1 egg
½ t. butter
½ t. milk

Break egg into bowl. Add milk and beat with a fork. Melt butter in electric skillet. Add egg mixture. Cook over low heat, stirring to keep from sticking.

DESSERTS

Instant Pudding

1 T. pudding
1 T. milk

Stir until thick and shiny. Will thicken more if chilled for a while but can be eaten immediately.

Rice Pudding

2 T. milk mixture
 (½ C. milk, 1 egg, ½ t. vanilla)
⅛ t. margarine
2 t. raisins
3 T. cooked rice or minute rice
1 T. brown sugar

Mix all ingredients. Pour into a lined muffin tin. Bake at 350 ° for 20 minutes.

Fruit Crisp

1 T. biscuit mix
4 t. melted margarine
2 T. canned fruit cocktail (drained)
1 T. sugar
p. cinnamon

Mix first 4 ingredients. Place fruit in double lined muffin tins. Sprinkle topping over fruit. Bake at 375 ° for 20 minutes.

Coconut Uglies

¼ C. peanut butter
1 t. honey
peanuts
2 T. powdered dry milk
flaked coconut
licorice string (red or black)

Mix peanut butter, milk and honey. Roll into a ball. Sprinkle with coconut "hair". Press on peanuts for eyes. Cut licorice strings into short pieces for tail and antannae.

Peanut Butter Cupcake

1 T. peanut butter
½ T. brown sugar
1 d. vanilla
1 T. yellow cake mix
½ T. milk
1 t. egg

Mix all ingredients. Turn into lined cupcake tin. Bake at 350 ° for 20 minutes.

Pumpkin Cupcake

2 T. yellow cake mix mixture
    (1 box cake mix, 2 t. b.s.)
3 t. pumpkin pie mix
4 carob or chocolate chips
1 t. egg

Pour into lined muffin tins. Bake at 350 ° for 20 minutes

Chocolate Chip Cookie

1 t. margarine
½ t. egg
1 T. flour mixture
    (1⅛ C. flour, ½ t. b.s., ½ t. salt)
2 t. brown sugar
d. vanilla
3 chocolate chips

Combine all ingredients. Drop onto a greased cookie sheet. Bake at 375 ° for 8 to 10 minutes. Yield: 1.

ADDITIONAL RECIPES

Granola

3 t. rolled oats
1 t. sunflower seeds
3 raisins
½ t. honey
1 t. wheat germ
1 t. cashews
⅛ t. molasses

Fry in small amount of oil stirring occasionally.

Toasted Pumpkin Seeds

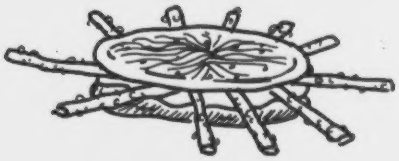
Pumpkin seeds
Water
Salt
Oil

Wash the seeds and remove the strings to the best of your ability. Let the seeds soak in salted water overnight (1½ t. salt per 2/3 C. water). Then place the seeds in a low baking pan in the oven at 300° for approximately 20 minutes or until golden (brush lightly with oil to brown seeds). Eat with or without removing shells.

Creepy Crawlers

2 round crackers
whipped cream cheese
8 thin pretzels

Spread a thin layer of cream cheese on one cracker, put pretzel legs around edge of cracker. Spread cream cheese on second cracker and place on top of pretzels.

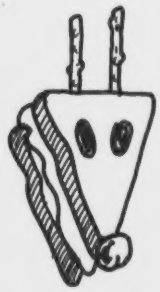


Yogurt Yummy

¼ C. plain yogurt
1 graham cracker
4 slices banana

Mix yogurt and banana in a cup. Crush graham cracker in plastic bag and sprinkle over top of mixture.

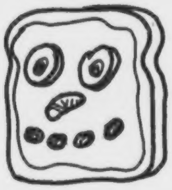
Reindeer Sandwich



1 slice whole wheat pumpernickel bread
cheese
2 thin pretzel sticks
2 raisins
crushed pineapple
½ maraschino cherry

Cut slice of bread into 2 triangles. Mix the cream cheese with crushed pineapple to add flavor. Spread filling between slices of bread. Use a small amount of cream cheese at the tip of the triangle to secure the cherry for the nose. Do the same to add raisins for eyes. Insert pretzels between the triangle slices at the top of the head to make antlers.

Zombies



1 slice of bread
raisins, bananas, figs, nuts, puffed rice
peanut butter

Toast the bread lightly. Then spread one side with peanut butter. Now make a spooky face. Use banana slices and raisins for eyes. A walnut half or fig can be the nose. Form the mouth with raisins or peanuts. Use almonds or puffed rice for teeth.

Oatmeal Cookies

2 T. brown sugar
1 T. whole wheat pastry flour mixture
(1 C. flour, ½ t. b.s., 1 t. salt)
½ T. oil
2 t. egg
3 T. oatmeal

Combine all ingredients. Drop onto a greased cookie sheet. Bake at 350° for 10 to 12 minutes. Yield: 3.

NUTRITIOUS SNACKS

* Jello with or without fruit
* Raw vegetables served with dip
  The dip can be yogurt, sour cream or cheese based.
* Cream cheese on . . .
  graham crackers, nut bread, muffins or bagels
* Deviled eggs
  add a face by using raisins
* Pickle Dogs
  Wrap a sweet pickle with lunch meat
* Vegetable Mini Pizzas
  Top slice of cucumber, zucchini or tomato with piece of cheese. Bake.
* Peanut Butter Bread
  Spread peanut butter on a bread slice. Top with peanuts, raisins, or banana.
* Fruit Ka-Bobs
  Thread chunks of fruit, cheese and lunch meat on skewers
* Celery Canoes
  Stuff with peanut butter, cream cheese, egg salad, pimento cheese
* Bologna Surprise
  Fill slice of balogna with cottage cheese and roll
* Apple Fondue
  Dip apple chunks in melted cheese
* Apple Boats
  Attach a slice of cheese on a toothpick to a apple wedge
* Cucumber Sandwich
  Spread mayonnaise or cream cheese on slice of bread and top with a cucumber slice
* Popcorn, nuts, seeds
* Peach-Butter Sandwich
  Mash peaches and mix with cream cheese and peanut butter. Spread on bread.

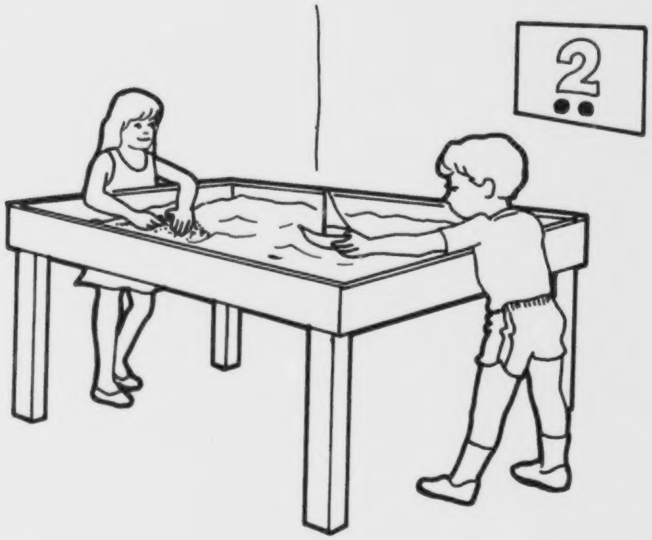
SAND, WATER, WOODWORKING

Sensory experiences are basic to the child's awareness of their surrounding environment. They love to feel the different textures of materials. Playing with sudsy water, soft sand, mush mud and different textures are often soothing, calming experiences for children. It brings quiet children together in parallel play. Fine motor skills are strengthened through pouring, measuring, sorting, sifting, beating and molding sand; and water activities are interwoven in the academic areas of science, language and math. They also learn many social lessons while exploring those areas.

Helpful Suggestions

1. As each new activity is introduced, rules, boundaries and clean-up procedures should be discussed.
2. The children help develop the ground rules that need to be carried out.
3. Activities are changed frequently.
4. Water needs to be changed at least weekly.
5. Wet sand should be completely dry before storing in containers. Fill loosely. (Ideal storage container is garbage cans or pickle buckets from the cafeteria.)

Feely . . . Splashy . . . Create . . . Let's Go!



WATER PLAY

S
I **EQUIPMENT/ ACCESSORIES:** Commercial water table (or can use baby bath tub, swimming pool, dishpan, bucket, etc.); aprons for cover up; mop for clean up (if carpeted, may want to use drop cloth); bottles, sponges, plastic jugs, cups, soup labels, pitchers, funnels, plastic tubes, garden hose, turkey baster, squeeze bottles, plastic gas siphons paint brushes, egg beaters, whisks, boats, wash cloths, straws, doll, sink and float objects, scrub brush, eye droppers, shaving brushes, bars of soap, colander, watering can, plunger
4-6

MATERIALS: Plain water, soapy water, colored water (food coloring), frozen water

WATER FUN: **Bubbles -** with straw, beaters, whisk; **Washing** -dishes, baby doll, clothes on old wash board; **Scrubbing-** chairs, windows and mirror, feet; **Sink and Float; Mopping floor; Sailing boats; Pouring; Wading; Painting wall**

S **FISHING**
I **MATERIALS:** Colored rocks, shells, plastic water animals, fish net, water
4- **PROCEDURE:** Put rocks, shell and plastic fish in tub. Use net to catch fish.

S **MELTING**
I **MATERIALS:** Snow, ice cubes, icicles
4-6 **PROCEDURE:** Place materials in water table and watch material melt, feeling the different stages. Measure after it melts.

S **BOAT RACES**
I **MATERIALS:** Small boats, water
4-6 **PROCEDURE:** Children start boats at one side of table and blow until boat gets across the water.

I **INVERTED JARS**
4-7 **MATERIALS:** Tissues, jar, water
PROCEDURE: Place tissues in bottom of jar. Invert jar into water, lift and see what happens to tissue.

I MAGIC MATERIALS

4-6 **MATERIALS:** Water, salt or sugar, spoon

PROCEDURE: Pour salt or sugar into water; stir with spoon; watch salt or sugar disappear.

S TEXTURES AND COLORS

I **MATERIALS:** Scraps of wood, rock, cotton, material, cork, etc.

4-5 **PROCEDURE:** Place items in water tub, watch the change of texture and color.

S SALTWATER

I **MATERIALS:** Sink and float objects, salt, water

4-6 **PROCEDURE:** Try objects for sink and float in regular water. Then add salt to water and try again.

S OIL AND WATER

I **MATERIALS:** Water, oil

4-6 **PROCEDURE:** Add oil to the water. Watch what happens; feel; move oil around.

SAND PLAY

EQUIPMENT/ ACCESSORIES: Sand and water table (or can use baby bath tub, swimming pool, dishpan or bucket); broom and dustpan; cars, trucks, plastic animals, sifters, sand toys, cookie cutters, muffin tins, cups, rakes, containers of various shapes and sizes, combs, magnifying glass, tongue depressors, funnels, scoops, bowls, pitchers, scales, rolling pins, coffee or tea pots, ruler

MATERIALS: Sand (fine white sand used in drilling oil wells, brown sand used in making cement), dirt, potting soil, sawdust, oatmeal, flour, cornstarch, colored rice, popcorn, leaves, bird seed, beans, styrofoam, buttons, nuts, shredded paper, colored rocks (fish tank)

SAND FUN: Measuring; molding; sifting; writing/drawing; sorting

I CHANGING TEXTURE

S **MATERIALS:** Sand, water and accessories

4-7 **PROCEDURE:** Mix sand and water. See the different things you can do with wet sand that you can't do with dry sand.

I LANDSCAPES

S **MATERIALS:** Sand, dirt, flour, gravel, etc.; cars, trucks, animals, houses or

4-7 blocks

PROCEDURE: Using one or more of the above materials, make landscape area. Example: zoo, town, etc.

S MUD PIES

4-5 **MATERIALS:** Dirt and water

PROCEDURE: Mix dirt with water to make mud. Make mud pies; let run through hands.

Variation: In summer put outside and walk in the mud.

I SANDBOX COUNTING

S **MATERIALS:** Sandbox, cups of various sizes, water to dampen sand

4-6 **PROCEDURE:** Children make sand molds. Then they count how many they have.

Variation: number facts, sizes, patterns can be put on cards to follow. Make sets of molds.

SOIL MAKING

MATERIALS: Rocks (slate, shale, sandstone); old decaying leaves; hammer; water

PROCEDURE: Children crush rocks with hammer. (Must look like sand when finished.) Then take decaying leaves and break them into small pieces. Mix rocks and leaves together. Add small amounts of water until you get soil the consistency you want.

WOODWORKING

It's fun and educational for the boys and girls to saw and pound and plan to make things out of wood such as boats, airplanes, trucks or just being creative. Remember to let the children create their own construction; don't make them copy your work. Many children get pleasure from pounding with hammer and nails on wood. Hammering often helps the child find an opportunity to release aggression in an acceptable way. Generally, children have some end-product in mind.

Through carpentry the child gains the experience of using two hands, each one performing a different function at the same time. They also make visual perception judgments and develop eye-hand coordination when hammering on a nail or sawing on a board. The child is thus having the opportunity of being creative, making something of her own composition.

Children should never be allowed to use any of the carpentry materials without first having had some instruction in the use of the equipment. The carpentry equipment should be located away from lines of traffic and away from quiet activity centers.

A limit should be placed on the number of children who will be allowed to engage in the woodworking activities. Usually, only two at a time can be accommodated in the area. Others will have turns on other days.

It is essential for children to realize that instruments can be dangerous if handled improperly. Therefore the teacher must provide a storage place for the tools and insist that each person who uses equipment return it to the storage place.

Close supervision is necessary until children understand how to work with the tools; the teacher, aide or volunteer should be working directly in, or in close proximity to, the area where the children are working.

EQUIPMENT/ TOOLS:	A sturdy table or workbench (can be covered with rubber mat or carpet square for sound); or can use a cable wheel, a tree stump, etc; several short 1" brushes; two 6 to 10-oz. hammers; various lengths of large head nails; pencils, plane, ruler, sandpaper, two blunt-end saws, two vises, water paint, scissors, screws, screwdrivers, pliers, drills, glue, workman's apron

WOOD AND ACCESSORIES: White pine and basswood of various lengths, ceiling tile. The following are fun items to nail or glue on wood: bottle caps, baby food lids, small pie tins, wooden wheels, styrofoam pieces, carpet scraps, carpet padding scraps, foam scraps, paper and cardboard scraps, cloth scraps, tiny wood pieces, corks, string, yarn, buttons with large holes, etc.; provide glue. Fun items to tie or loop on nails are: plastic breadwrapper rings, straws, spools, plastic bag ties, string, wire, yarn, ribbon, rubber bands, etc. Scissors will be needed for some of these items.

SAWING: Start with easy materials such as styrofoam, cardboard boxes or ceiling tiles. Children saw on these materials first, then on soft wood. Make sure you show children how to use saw and a vise properly.

I
STICK ART

4-7 **MATERIALS:** Variety of sticks, glue, nails

PROCEDURE: Arrange sticks to make something. Can either be glued together or nailed in place.

I
PET ROCK

4-7 **MATERIALS:** Rocks, paint, sticks

PROCEDURE: Turn rock into animal by painting details on rock. Use sticks to make cage for your pet.

I
HAMMERING

4-5 **MATERIALS:** Toy hammer, insulation board or styrofoam pieces, nails

PROCEDURE: Hammer nails into material.

I
TREE STUMP HAMMERING

4-6 **MATERIALS:** Hammer, nail, tree stump

PROCEDURE: Hammer nail into tree stump

I
NAIL NAME BOARD

4-7 **MATERIALS:** Board, nail, hammer, pencil

PROCEDURE: Write name on board then hammer nails on outline of name.

I INSECT JAR

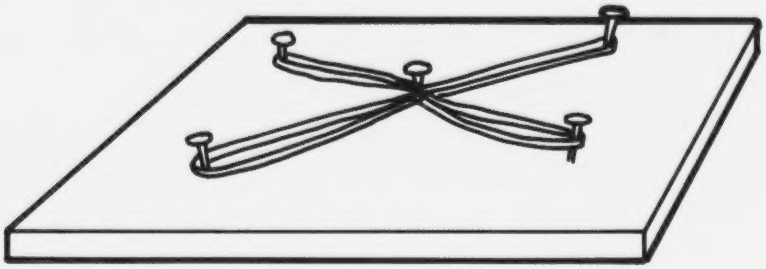
4-7 **MATERIALS:** Jars with lids; nail; hammer

PROCEDURE: Pound holes in jar lid with hammer and nail.

I RUBBERBAND STRETCH

4-7 **MATERIALS:** Board, nails, rubberbands

PROCEDURE: Hammer nails into boards then stretch rubberbands to make different designs.



TRANSITION TIME

As children move from one activity to another, they require direction that is a learning experience for them and a behavior management technique for the teacher.

There are times in the day when children complete activities before others, when the group prepares to begin a new activity, when a large group moves into a small group or individual setting and when children move from place to place in the room or in the building. The teacher that plans for these times can avoid purposeless waiting and the occurence of disruptive behavior.

Transition activities:

. . . require a brief time period.

. . . may be quiet or active.

. . . may be teacher directed or independent activities.

. . . need easily available materials or no materials.

. . . may be repeated many times throughout the day or the year when appropriate.

When moving the children into a group situation, use birthday months, color of hair or clothing, styles of shoes (tennis shoes, sandles, etc.), letters of their name, or any easily distinguishable characteristic so that only a small number of children are moving at one time.

Circle games provide an opportunity to relax and be prepared for the next activity. Children join the game as they complete a task. Examples: *Farmer in the Dell, Hokey Pokey,* Hap Palmer records.

Provide activities in folders or boxes for children to use when they have completed a task. An appropriate table or floor area should be designated for the children to use.

Provide a choice board to identify learning centers in room. Place a number of hooks by each center to identify spaces in the center that are available to the child. Allow the child to select center in which to work after task has been completed.

Before beginning the last part of any active period, tell the children they are to meet you when the activity ends.

As an activity ends . . .

. . . if the children are spread around the room, ask them to stand still until you come and touch them on the head, which will be their signal to get in line behind you. Walk around the room touching the children, then lead them to the location of the next activity.

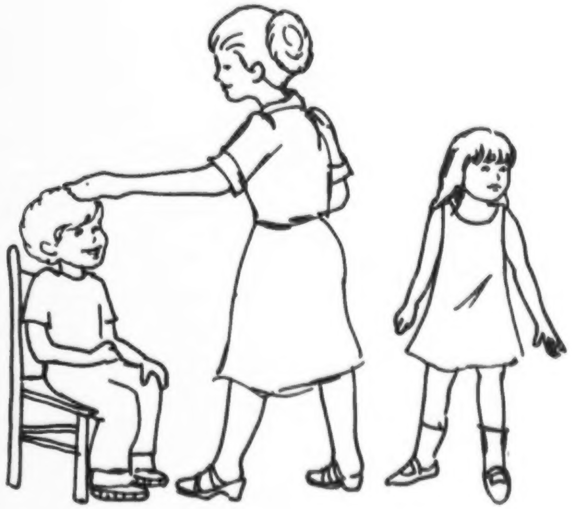
. . . start singing or saying:

I'm so happy clap, clap, clap
I'm so happy tap, tap, tap
I'm so happy I turn around
I'm so happy I sit down.

As you start to sing the second time, have the children join in. When they are all seated, they can be given their next set of directions.

. . . tell the children that they are frozen into statues and only you have the magic touch that will unfreeze them. As you touch each child, whisper where he or she is to go.

. . . begin a finger play, song, or story. Most children will join in whatever activity you begin. If one or two do not, without interrupting the verse or reading the story, get up and gather the strays and lead them back to the group.



MAGIC WAND

Wave the magic wand and watch the children respond.

GRAB BAG ACTIVITIES:

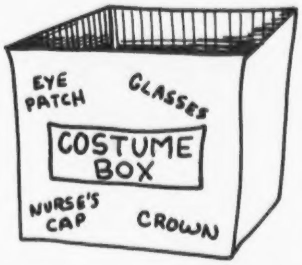
Costume Box - Select a prop and dramatize

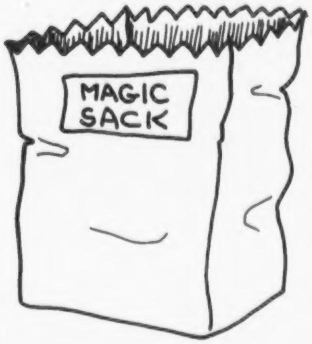
Clean-Up Box - Select an object from the box and help clean up the center in which the object belongs

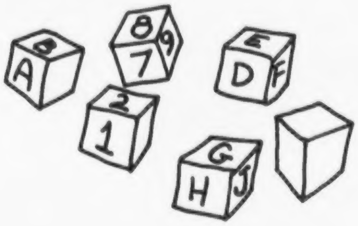
Helper Box - Let each child pull a helper picture out of a box which contain pictures of each of the learning centers (Blocks, Music, Art, etc.). The child pulling the block picture will clean up the block area.

Imaginary Sack - Reach in the sack and choose something you want. Don't tell us what it is, but show us!

Big Bag of Tricks - Fill a large sack with such things as scarves, plastic containers, pots, sponges, etc. Have the children show how the object could be used. Name other things that are used with the object. Do something silly with the object.







De"feet" Chaos Between Activities

Transition movements for the feet

Running Activities

Let's walk	up a hill and down a hill
	cross-legged
	on heels or toes only
	giant steps
	like a soldier
	in place
	sideways, forward, backward
	while turning, twisting, stretching
	in a parade
	with a partner - change directions
	with tiny steps
	scissor walk
Let's slide	sideways, forward, backward
	in a circle, square, triangle
	slow, fast, or alternating slow-fast
	and jump up every fourth slide
Let's hop	on both feet
	on one foot
	turning around
	forward, backward, sideways
	with a partner
	big hops, little hops
	high, low
Let's jump and leap	high, low
	lightly, heavily
	jump and turn
	in and out of a circle
	like a bouncing ball
	over an object
	with a partner
	slow, fast
Let's skip	forward, backward
	high, low
	on toes only
	around obstacles
	with a partner

Let's run lightly
and stop on a signal, then run again
with a partner
heavily
around or between objects
while throwing and catching a ball
under a rope
varying speeds
in a small group
following a zig-zag

Resources For Learning

FERTILIZER
WATER

FREE AND INEXPENSIVE MATERIAL

Department of Human Service
4545 North Lincoln Boulevard
Oklahoma City, OK 73105
1-800-522-9054
Drug and Alcohol Material
Strengthening the Family

Oklahoma State Department of Health
P.O. Box 53551
Oklahoma City, OK 73105
Perspectives: Child, Family, Community
SIDS

Travelers Insurance Company
Hartford, Connecticut
Children's Exercises
PEP Up Your Life: Fitness for Kids

Xerox Corporation, 1976
599 Free Things for Teachers by Jay Hopper

Fearon Publisher, Inc.
Belmont, CA
Free and Inexpensive Material for Preschool and Early Childhood by Robert Monahan, 1977

Meadowbrook Press
Wayzata, MN 55391
Free Stuff for Kids, 1979

Office of Governmental and Public Affairs
U.S. Department of Agriculture
The Thing the Professor Forgot

Oklahoma Department of Agriculture
Oklahoma Home Extension Center

Dairy Division
312 Northeast 28
Oklahoma City, OK 73105

Inexpensive material on Dairy Products

Educational Services Department
International Apple Institute
2430 Penna Avenue, Northwest
Washington, DC 20037

State Department of Agriculture
Forestry Division
122-A State Capital
Oklahoma City, OK 73105

Smoky and His Friends
Posters: butterfly, flowers, animals, trees, bugs

American Trucking Association
Public Relations Department
1616 P Street, NW
Washington, DC 20036

Free truck photos

Burger King Corporation
GPO Box 1472
New York, NY 10001

John Hancock Mutual Life Insurance Company
200 Berkeley Street
Boston, MA 02117

The Flag of the U.S.
The Constitution and The Declaration of Independence

American Humane Association
Educational Department
P.O. Box 1266
Denver, CO 80201

Animal Care Kits

State of Florida
Department of Citrus
Florida Citrus Commission
P.O. Box 148
Lakeland, FL 33802

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Words That Win Children
Instead of Nagging (Happier Child, Happier Parent)
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- *The Fireman*
- *The Passenger Train*
- *Boats and Ships*
- *The Truck Driver*

Coronet Films

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Wooden Puzzles. Oklahoma City, OK: Kinder Haus.

RESOURCES FOR HEALTH

Health Education Curriculum Guide. William D. Anderson, Jr., Ed.D, Superintendent; Teena Nations, Director of Health and Physical Education, Norman Public Schools.

RESOURCES FOR SAFETY

AAA Auto Club - contact your regional AAA office for materials and film catalogue.

American Automobile Association - "Preschool Children in Traffic." Obtainable from the local chapters.

BFA Educational Media - "Meeting Strangers - Red Light, Green Light." P.O. Box 1795, 2211 Michigan Avenue, Santa Monica, CA 90406.

Burger King - Snuffy's Fire Prevention film. Available through local Burger King Restaurants.

Federal Drug Enforcement Administration - Snoozie's Coloring Book About Drugs and Health. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Stock No. 027-004-00024-5.

Hartford Insurance Company - Fire hats available through local agents for a nominal fee.

Oklahoma Poison Control Center - Laboratory Services and Communicable Disease Control, State Health Department, 3400 North Eastern, Oklahoma City, OK 73111, (405) 271-5454.

Tuffy Talks About Medicine - Special Services Librarian, Public Relations and Advertising Department, Aetna Life and Casulaty, 151 Farmington Avenue, Hartford, CT 06156.

Safety Publication - Available from Tom Summers, Tulsa County Superintendent.